LEARNING MANAGEMENT SYSTEM

Chapter 1
Introduction

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LMS INTRODUCTION

Welcome to the
Army Learning Management System (LMS)
of the
Distributed Learning System (DLS)

1.1 Introduction to the Learning Management and Distributed Learning Systems

Welcome to the Army Learning Management System (LMS) component of the Distributed Learning System (DLS). The DLS, in concert with the Army Training and Doctrine Command (TRADOC) and The Army Distributed Learning Program (TADLP), supports the Army's goals for Assignment-Oriented Training (AOT), Life Long Learning (LLL), and leader development concepts of Army transformation by supporting soldier and civilian self-development training and education. The delivery of training and education at any time (24/7), anywhere allows soldiers and civilians to update the skills and knowledge necessary to operate in a full-spectrum, operational environment.

The LMS—the heart of the DLS and the major artery of TADLP—provides hardware, software, and security for automated student administration, management, and scheduling. It also includes automated courseware distribution and storage, a student and instructor collaborative capability and the establishment of interfaces with major Army training and training management systems. With the deployment of the LMS, we now have the technical enabler for a standardized, individual training methodology.

A team of user personnel with specific roles who sometimes have overlapping functions supports the LMS. Like the different players on any team, their role or functions must be accomplished in a coordinated, accurate, and timely manner to make the system work

1.2 Handbook Organization

The LMS Handbook is organized into 7 chapters covering basic LMS navigation as well as the functions, activities, processes, and privileges attributed to each of the various LMS roles. Additional information is found in the appendices and glossary in the back of the handbook. As you become more familiar with your role(s), you will understand why, how, and where you interact with other LMS roles that operate both inside and outside the LMS. (See Appendix A for a description of all LMS roles)
The handbook provides step-by-step instructions to perform basic functions associated with each role. In many cases screen shots have been inserted between steps to act as a

benchmark to let you know you are going in the right direction. In most cases they are inserted at or near the point where you will be entering or editing data.
As detailed as the handbook may appear, it is not a stand-alone document; rather it compliments the information found in the LMS Training Vignettes and Training SOP. Collectively, these three informational sources furnish the “how-to” and details necessary to become familiar with, learn and perform your assigned role(s) in the LMS environment. Clarification of the contents of the handbook or recommendations for change can be obtained or made by calling the DLS Help Desk at 1-877-251-0730. This handbook is in Portable Document Format (PDF) so that you can easily access, search, and print its contents.

Note: The entire Handbook is quite large and you may wish to only print the chapter(s) and appendices that pertain to your role(s).

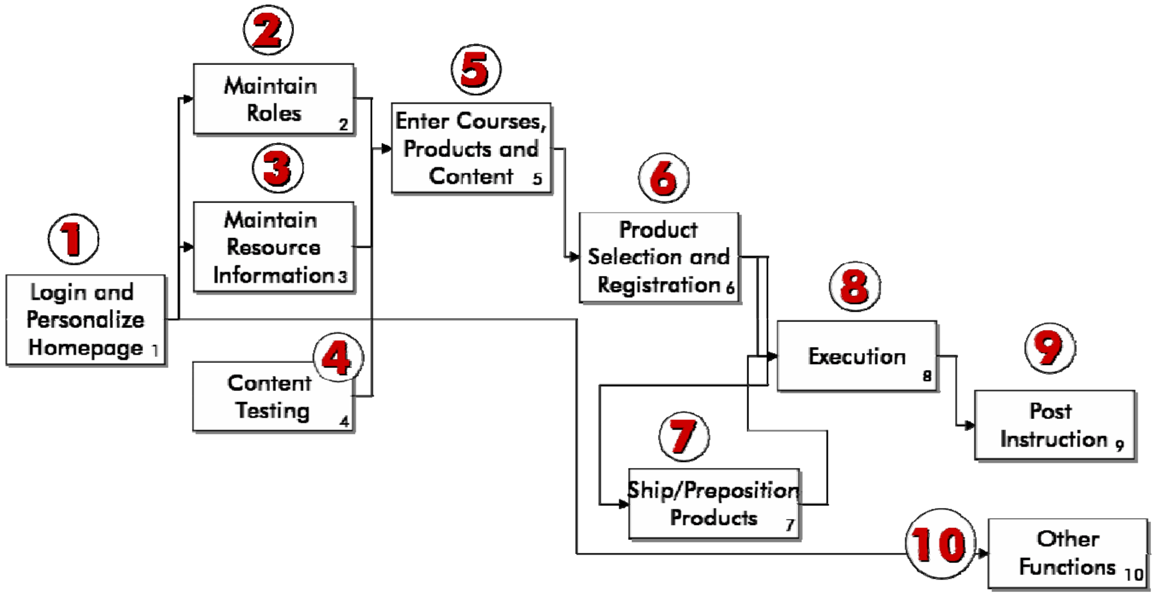
1.3 Getting Started - Using the LMS Application Interface

The LMS Interface contains a number of different objects that will contain pertinent and useful information as well as links that will take you to other portions of the LMS. The Interface includes every screen you will see while navigating through the LMS. This ranges from your Homepage to pop-up windows and from drop-downs to action icons.

1.3.1 Business Processes

The high-level business processes are presented graphically below. The primary purpose of this handbook is to provide the user with the procedures required to successfully navigate these business processes as their particular role functionality dictates. Detailed information on the interactions and interfaces among and within each of the business processes can be located within the Training Standard Operating Procedures (SOP) Manual. This manual is located in the Reference section of the LMS Help application.

This introduction section will present the steps required for system login and personalizing the LMS homepage.



1.3.2 Definitions and Semantics

The LMS application (SABA) is a COTS (commercial-off-the-shelf) product that has been modified to meet Army training and training management requirements. It is not custom-designed, government-proprietary software and, in some cases, contains terms that relate to its commercial use. The following is a listing of some of those commercial terms you may encounter, depending on your role(s), and their definition.

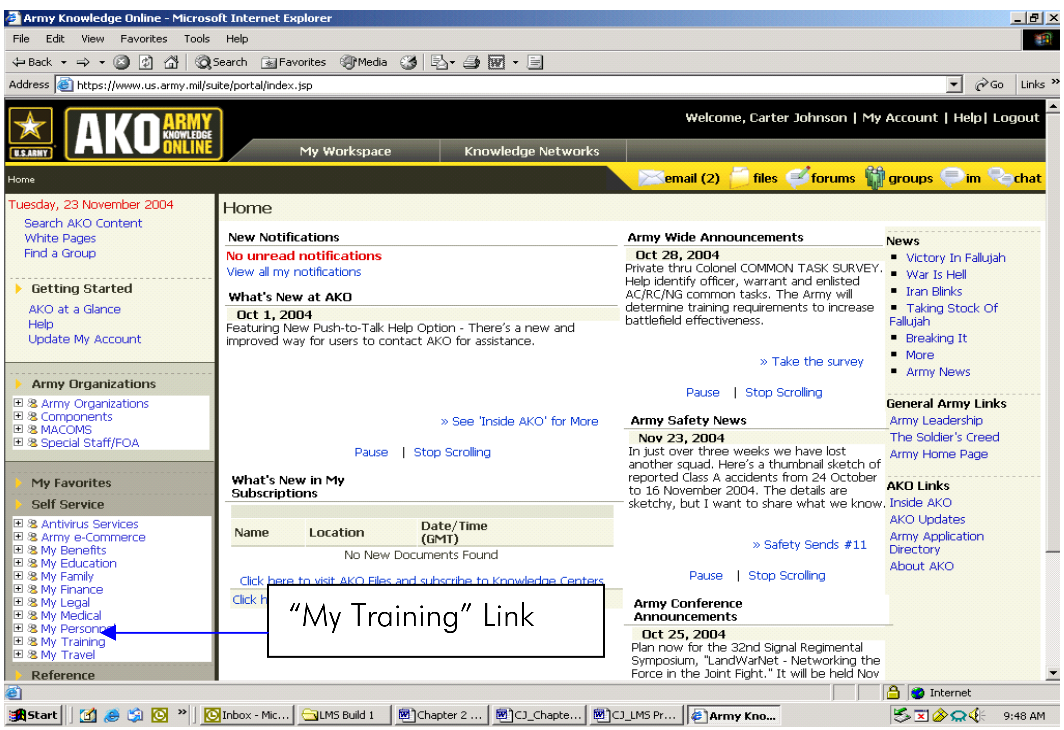
Terminology	Definition
Class	Group of learners taking a course iteration
Content	Educational material
Course	Generic instance of high-level aggregation of learning products.
Course Manager	Responsible for content and establishment of Courses, Lesson Templates, Tasks
Class Manager	Responsible for the execution of a course
Courseware	Content designed to be delivered to learner as a replacement for human instruction
Course iteration	Scheduled instance of a Course – inherits attributes of the Course it was built from.
Domain	Security control used to manage access within the LMS – closely correlated to proponents and groups
Employee	Any user with an LMS account, especially cadre, staff, and faculty
Enrollment	Learner has been accepted into course or has had materials shipped (ACCP) or has begun accessing electronic learning materials.
Group	Organizational attribute used to manage products and resources – closely correlated to domains and groups
Instructor	Responsible for the presentation of content
Lesson template	Generic instance of the lowest level learning product overtly managed by the LMS
Lesson	Scheduled instance of a Lesson Template - inherits attributes of the

Terminology	Definition
	Lesson Template it was built from.
Learning item/offering	Learning product
Product	Content packed for delivery to learners. Includes control data.
Proponent Agency	Responsible for content management
School	Responsible for training execution
Unit/Organization	Organizational structures to which learners belong

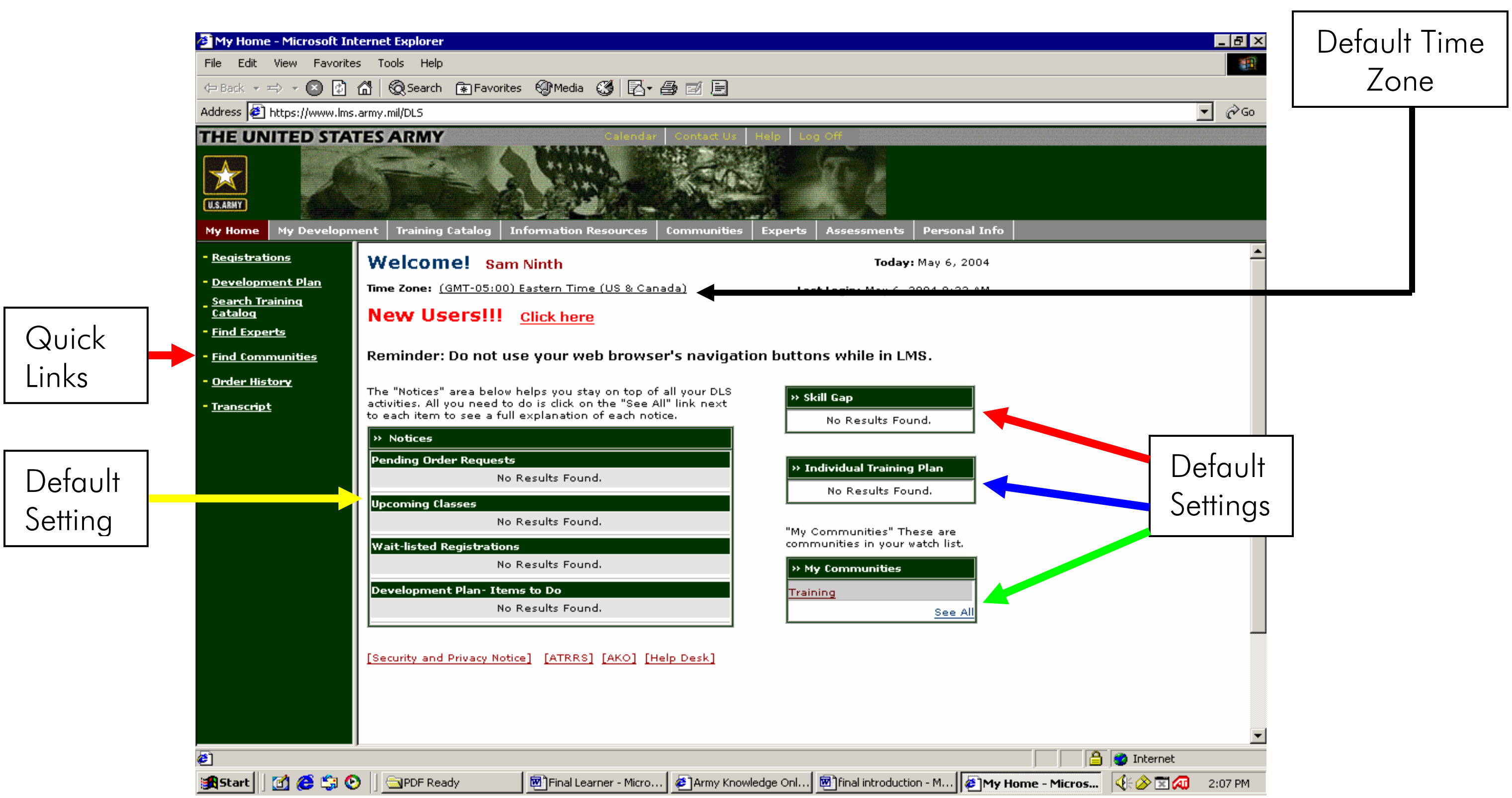
1.3.3 The Login Process

The user logs into AKO (www.us.army.mil). From the AKO Homepage, he navigates to the LMS Homepage. His User Role and associated permissions are already stored in the system and are associated with his user name.

Once logged on to AKO, click the "My Training" link in the "Self Service" left navigation panel. Then the user clicks onto "Access the LMS" from AKO "My Training Center" web page, this sets up communications between the LMS and AKO. The user's personal data in the LMS is updated from AKO each time he logs in.
Note: The user must have a valid AKO account to access the LMS.



Home Page Personalization – Default Settings



This screen shot represents the default system setting, all of which you can change to best meet the needs of your role(s). However, be sure you understand what you are deleting as well as what you are adding before you take any action. Once you make the changes your home page will appear that way until you decide to change it again.

1.3.4 Personalizing the LMS Homepage

There are two links on the default LMS homepage that allow the user to change and assign personal information and standards to the system upon login. These links allow for resetting the time zone displayed and changes/updates to personal information and personal preferences.

The time zone is set by default to Eastern Standard Time. It's important to set the LMS to match the time zone you are in to reduce confusion, i.e., schedules and calendars.

To reset the time zone:

- Click on the Time Zone link
- Open the drop down menu
- Locate and highlight your local time zone
- Click on "close" in the time zone box

To change the personal information and personal preferences:
Click on the "Personal Info" tab on the gray horizontal tab bar. The Work Area will show the personal information the LMS has filed in the system. This information is imported from AKO through the system interface. Note that any inaccuracies or missing information needs to be corrected in AKO – not the LMS.

The Left Navigation Bar contains additional links you can access. They are:

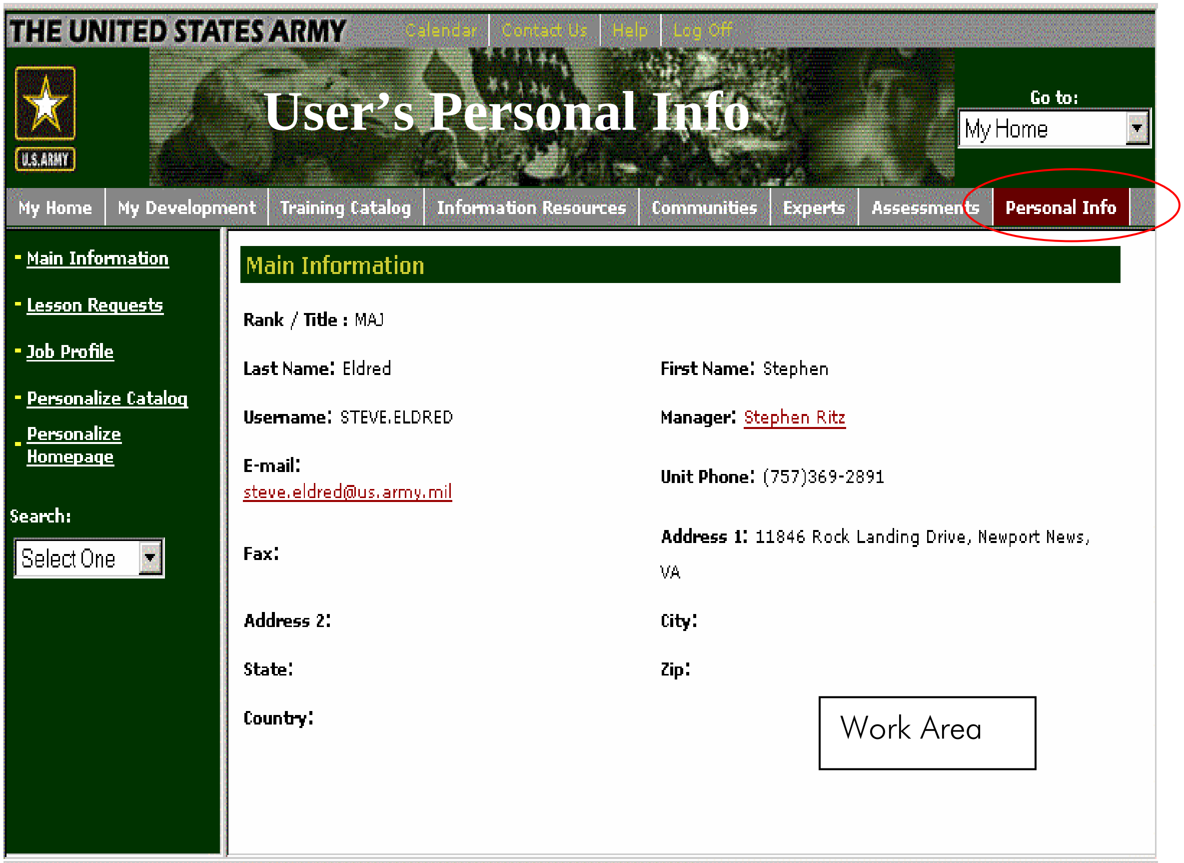
- Main Information: This returns the user to the Main Information page of his Personal Info.

- Lesson Requests: This link shows the Learner Lessons that he/she has requested or that have been requested for him/her. This does not mean the Learner is registered for these Lessons.

- Job Profile: This is where jobs assigned to your profile will be listed. This is not used.

- Personalize Catalog: This link allows the Learner to tailor the Course and Product Catalogs to meet user-defined specifications (filters), such as specific Groups, Categories or Keywords. Note that the Save button is in the lower right hand corner of the screen.

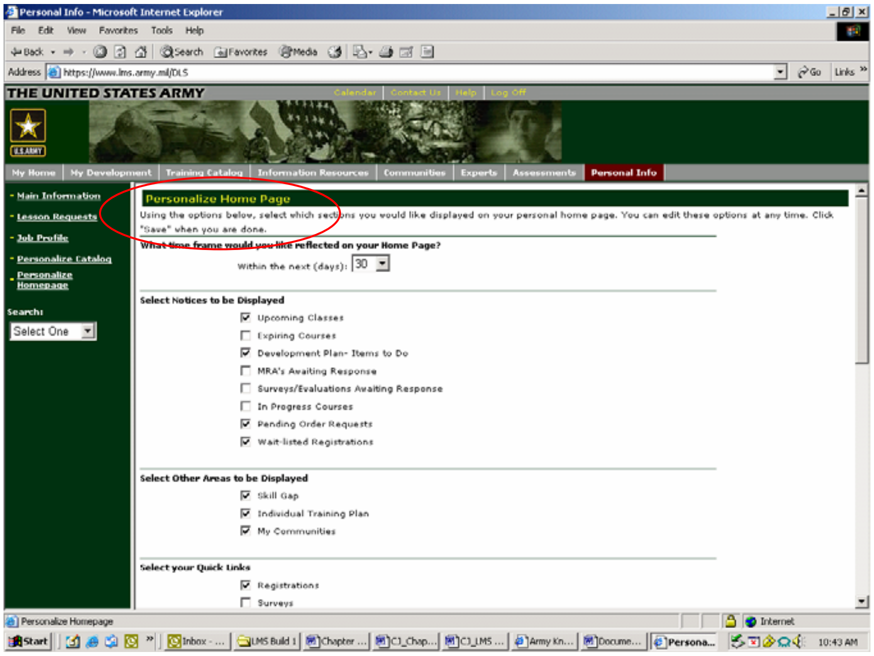
- Personalize Homepage: This link is used for tailoring the user's Homepage so that certain information, such as links or notifications, is always displayed when the user is logged into the LMS.

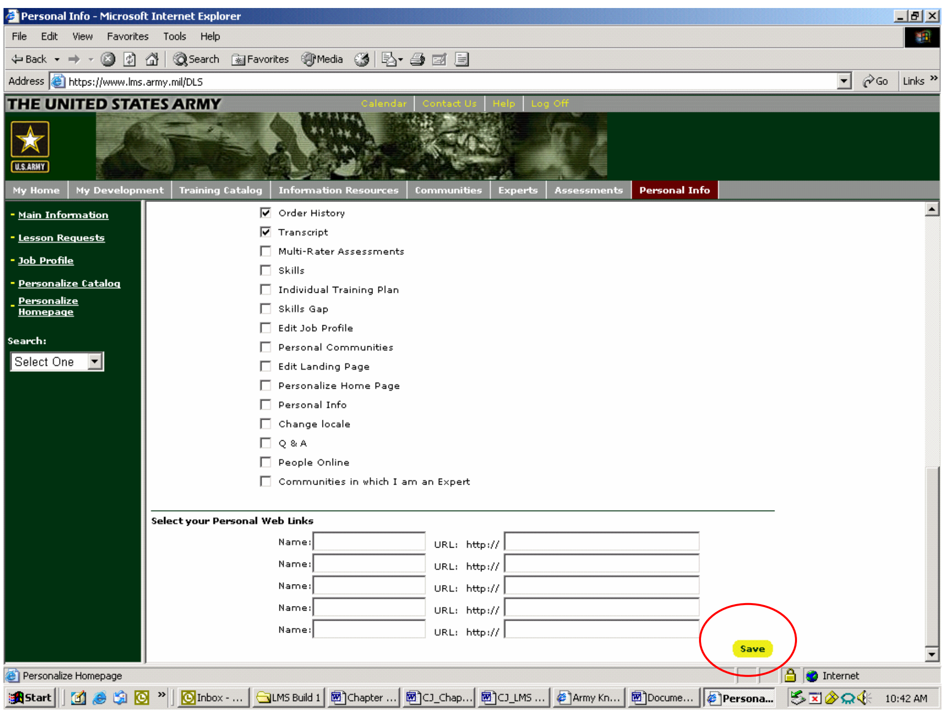


In personalizing our Homepage, we have the opportunity to affect the information displayed in the following areas:

- Planning Horizon: This sets the timeframe in the future that the system will use for making notifications about upcoming items of interest. Ex: A 30-day horizon will cause all upcoming scheduled events for the next month to be displayed.
- Configure Notices: Notices are upcoming events or tasks that require timely attention.
- Information Areas: (Other areas to be Displayed): Includes Skill Gap, Individual Training Plan (ITP), Communities, etc. You will see and learn more about these terms as training unfolds.
- Quick Links: This allows you to place certain favorite links in the Left Navigation Bar of your Homepage.

The Learner checks and un-checks boxes to create the Homepage information he wants to see. A checked box will display that information on the Homepage. Note that the Save button is on the extreme bottom lower right corner.





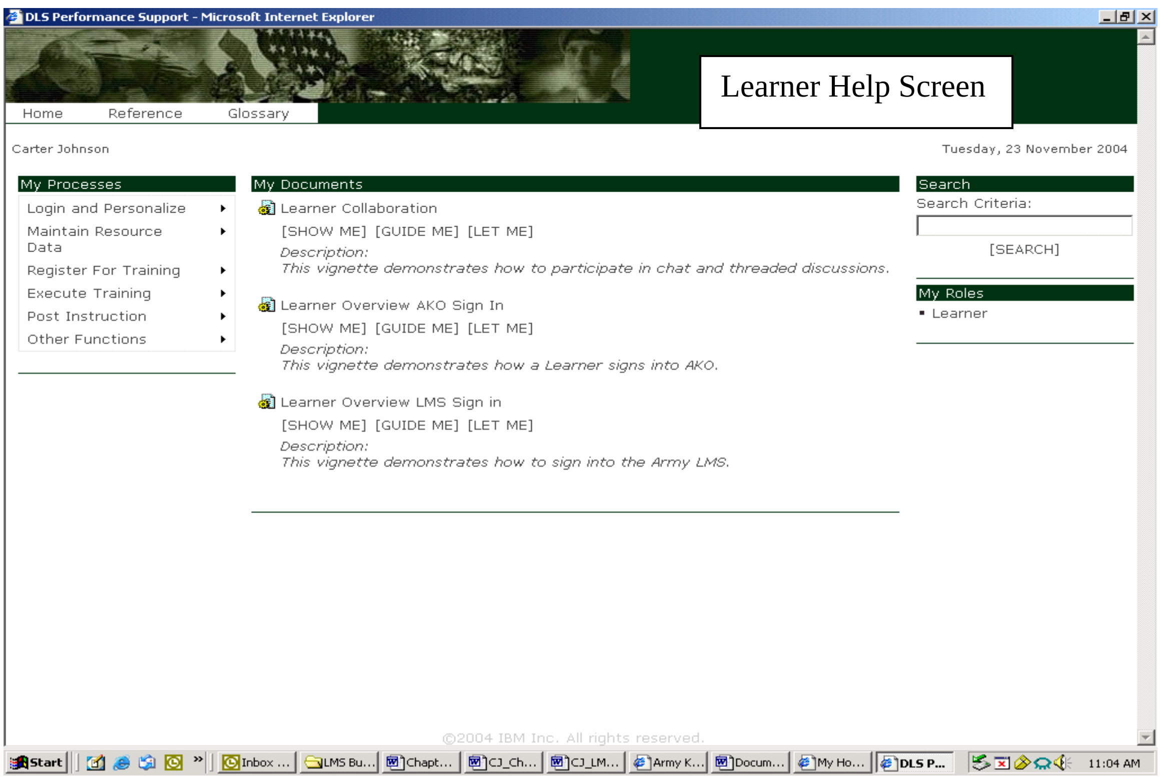
Once the personalizing of the homepage is completed, the user can begin the training registration, management and scheduling functions within the LMS. At any point in time, the user is able to return to the LMS Homepage Default page by clicking on the "My Home" link.

1.3.5 User Help

The user locates and selects his Role from the "My Roles" list to filter the available Help Resources to those functions for which that Role is responsible. Roles are assigned by the activity Systems Administrator. Each user gets the Learner Role as his default Help screen. As additional roles are assigned, additional vignettes and documentation will be made available to assist in the performance of your role responsibilities. This introduction delineates the Help Resources available for Learners. Users will see the Learner vignettes in the My Documents portion of the Help Screen.

Vignettes are automated audio-visual tutorials that run a script or demonstration covering a particular topic or subject in the LMS. Vignettes come in three versions for each subject area:

- "Show Me" version, which runs through the demonstration while the user watches,
- "Guide Me" version, which provides a degree of interactivity for the same topic area, and
- "Let Me" version, which has the user perform the required actions unprompted, but provides corrective messages when needed.



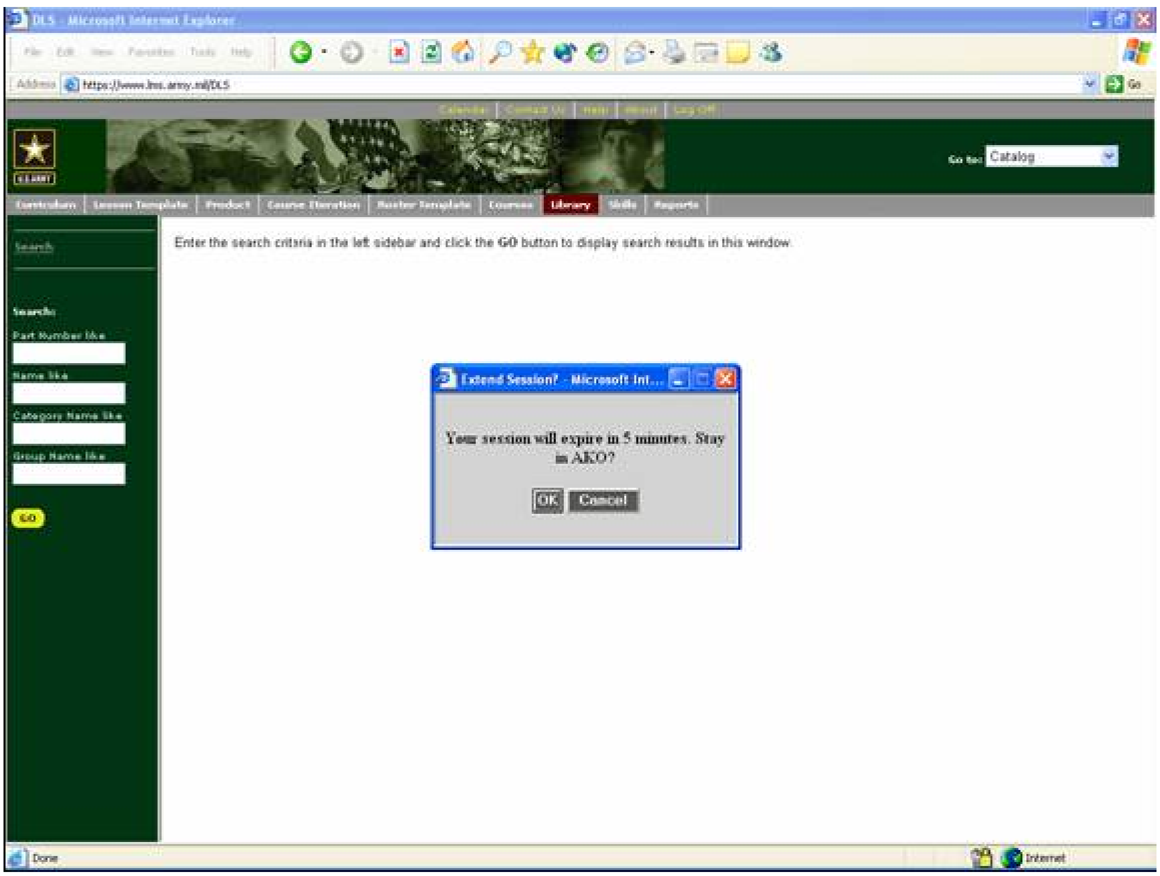
Note: Click on the specific role under My Roles to reveal the full range of vignettes and other documents available under My Documents.

1.4 Other AKO/LMS Interface Considerations

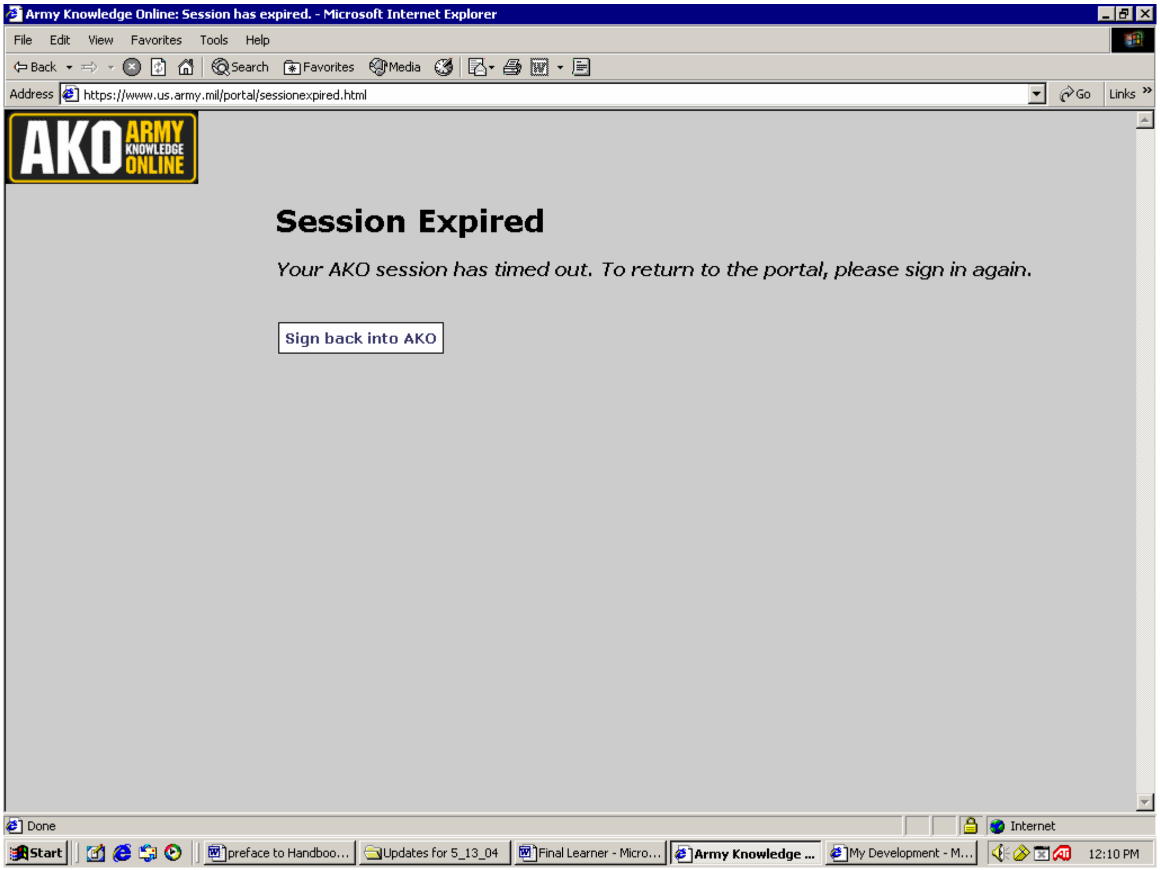
Once the user logs into the LMS from the AKO “Access the LMS” link, AKO is still “open,” but it does not see any activity. The lack of activity will result in this warning message: “Your session will expire in 5 minutes. Stay in AKO?” You will be offered the opportunity to select “OK” to continue or “Cancel” to terminate the AKO session.

If you still are working in the LMS, you need to select **“OK”.** If you do not, you will get the message above and will have to log back into AKO and the LMS. Depending upon what you were doing at the time, you could lose data and have to begin the last function or process all over if you had not saved your input.

Warning

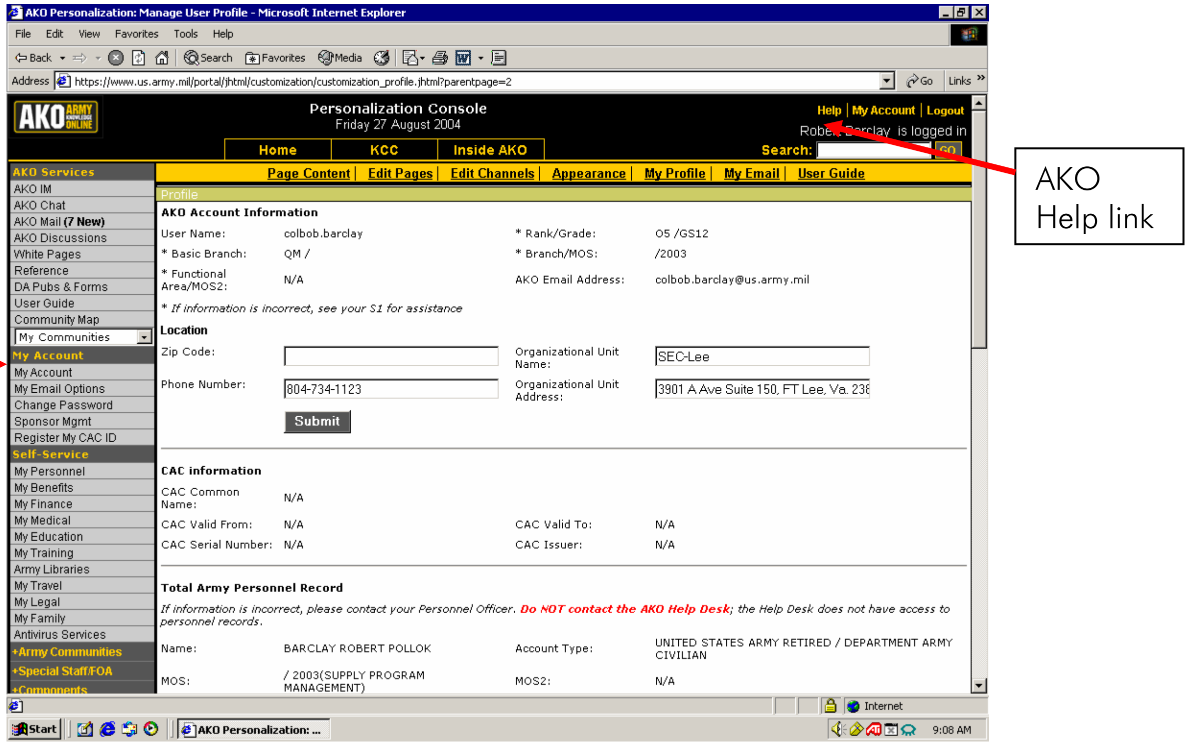


If you should fail to see the message or do not elect to continue your AKO session by clicking the OK button in the previous screen, then you will see the following screen when you return to the AKO screen. Should you wish to re-enter the AKO website, simply click the “Sign back into AKO” button on the “Session Expired” screen. (See figure below.)



1.4.1 AKO Administrative Data

The LMS uses this data in a number of ways, most of which are transparent to the user; therefore it is very important that it be kept current. You must accomplish the inputs and updates of this information through AKO. Questions pertaining to updating your personal data should be addressed directly to AKO via their help function as shown below.



To update your AKO administrative data, login and click the My Account link that displays your account information. Change the applicable information and scroll down to the bottom and submit your changes.

If you have not updated your account information since it was initially established we recommend you do so immediately.

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Learning Management System

Chapter 2
Learner

Table of Contents

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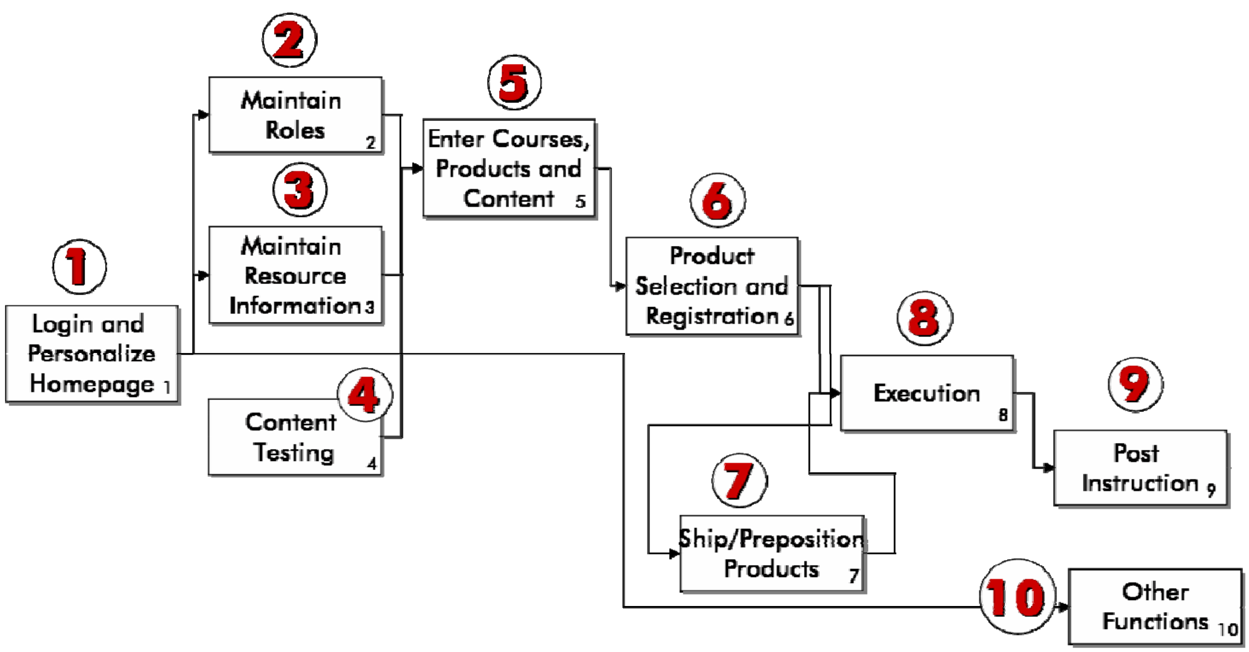
Learner Functions within the LMS

2.1 Business Processes

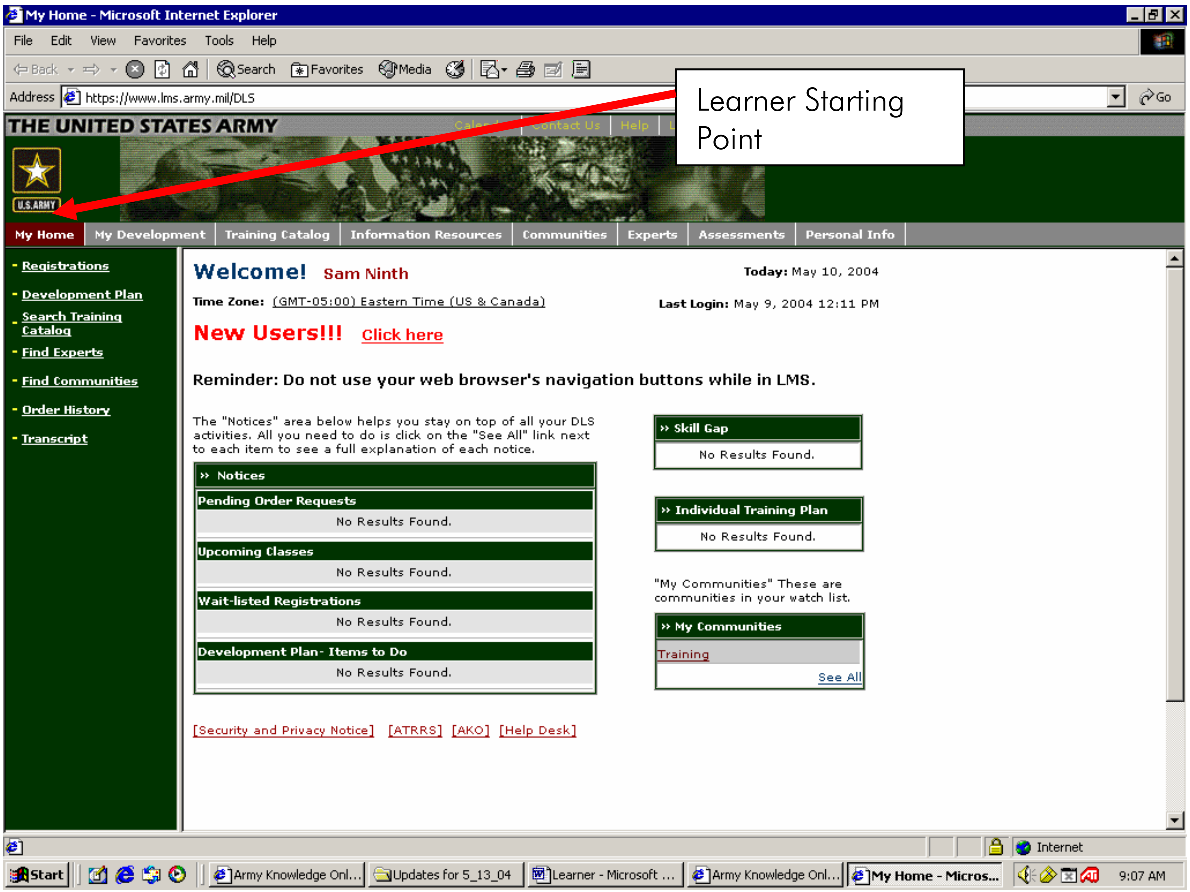
The high-level business processes are presented graphically below. The primary purpose of this handbook is to provide the user with the procedures required to successfully navigate these business processes as their particular role functionality dictates. Detailed information on the interactions and interfaces among and within each of the business processes can be located within the Training Standard Operating Procedures (SOP) Manual. This manual is located at www.

This Learner section will present the steps required for System Login and Personalize the LMS homepage; Product Selection and Registration; Execute Training; and Post Instruction requirements.



2.2 The Starting Point

Everyone in the Army, both military and civilian, is a Learner. Supporting the Learner from inside and outside the LMS are several other roles that are outlined in Appendix A. In order to understand the LMS and support the Learner, these other roles, in addition to the Learner role, **must** begin here in order to understand the common or core LMS functions.



Note: If you have experienced problems with the login and personalization of the LMS homepage, please review the instructions in Chapter 1, Getting Started.

2.3 Before You Begin

Please attend to these few housekeeping matters before using the LMS for the first time. They are intended to make your training experience a rewarding one, as well as to avoid unnecessary disruptions in your training activity.

2.3.1 Changing Browser Settings

Changing browser settings is a task that is performed outside of the LMS system. It involves configuring the default settings in the browser such as font, security, etc.

Open the Internet browser. Select the Internet Explorer icon “e” or Netscape logo, as appropriate, in the task bar at the bottom of your screen. You may also click on Start, Programs, and Internet in succession.

1. Click on Tools in the task bar menu at the top of the screen.

2. Click on Internet Options in the drop-down menu.

3. Click on the General tab.

Set a Web page to use as your Home page, the number of days to keep Web sites you have visited in the History folder, and the font and color that text will be displayed. You can also view the files and cookies that are maintained in the temporary Internet Files folder by clicking on Settings under Temporary Internet files. You can choose to delete these files.

Other tabs allow you to set the levels of security and privacy for your computer.

4. Click on OK when you have finished returning to your browser’s opening screen.

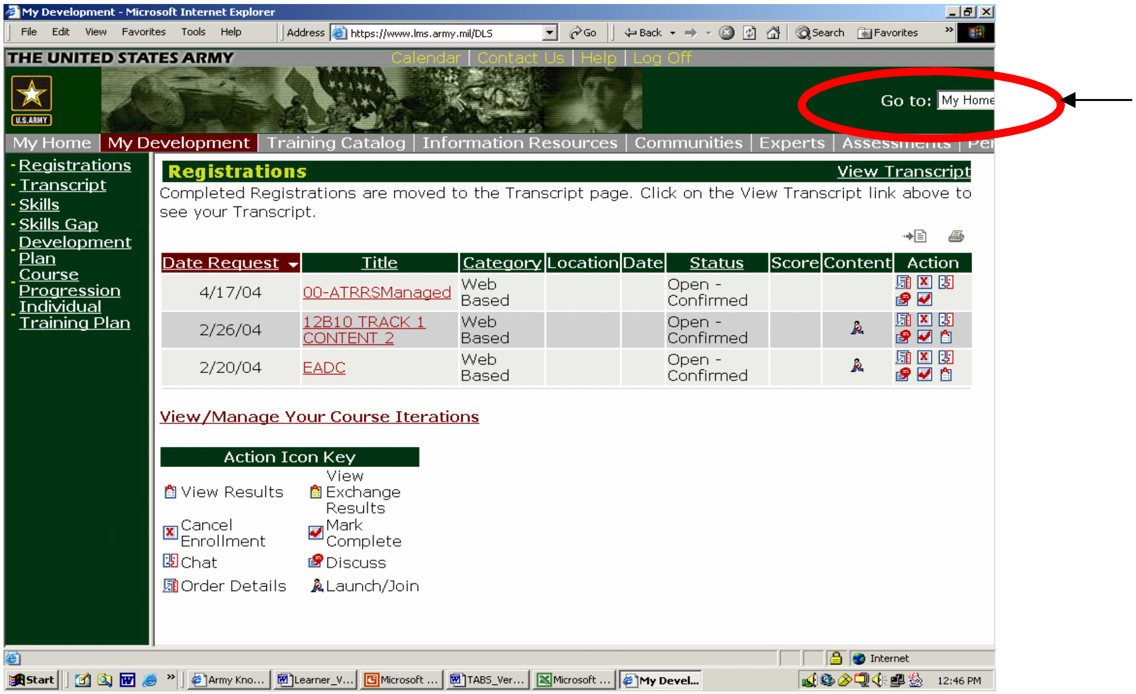
2.3.2 Disabling the Pop-Up Blocker

Many Windows-based systems have Pop-up stopper software installed and running in the background. The intent of this is to prevent annoying commercial pop-up messages from appearing and disrupting work. However, the LMS uses this feature for many of the screens that are activated during normal operations in the system. Pop-up stopper software will prevent these screens from being visible and makes training products, in some cases, impossible to execute. If you have Pop-up stopper software activated, disable it.

2.4 An Important Note about the Modules

As the table on the following page shows, the Learner role has a single module only, My Home. All other roles have additional modules, but all roles include the basic My Home module. For all but the Learner, who will not see this drop-down box on his or her screen, the various modules are accessed via the Go to: drop-down menu (see figure below) found at the upper right of the LMS screen. For all other roles, you return to the basic Homepage screen by using the My Home link in the Go to: drop-down menu.

The common or core functions (Chapter 1, LMS Introduction), with few exceptions, are not repeated in subsequent chapters of the LMS Handbook.



In this chapter, you will build on the functions that you learned in Chapter 1 to obtain a greater understanding of the LMS and the system functions you will use in the role of a Learner. Listed below is the "My Home" module that is accessible in the LMS for the Learner role, together with the Tabs (from the gray Horizontal Tab Bar), associated with that module, and the links located in the Left Navigation Bar associated with each Tab. This Chapter along with Chapter 1 is the foundation for all LMS roles. Therefore, it is imperative that you understand its contents before using the LMS and/or proceeding to the chapter that covers your additional role(s).

MODULE	TAB	LINK
My Home This module (the default module for all users) allows you to view your training information including transcript and registrations, as well as search the catalog and launch collaboration functions.	My Home	Registrations Development Plan Search Training Catalog Find Experts Find Communities Order History Transcript
	My Development	Registrations Transcript Skills Skill Gap Development Plan Course Progression Individual Training Plan
	Training Catalog	Search (Full Catalog & Lesson Only)
	Information Resources	AKO link

MODULE	TAB	LINK
	Communities	Communities of Practice Personal Communities Q & A People Online Search
	Experts	Find Subject Matter Experts Communities in which I am an Expert Search
	Assessments	Critiques
	Personal Info	Main Information Lesson Requests Job Profile Personalize Catalog Personalize Homepage Search (Order History)

2.5 Viewing Resource (Equipment and Facility) Calendars

Note: This function is performed OUTSIDE of the LMS application with the support of the installation Digital Training Facility (DTF) & DL POCs. Depending on DTF usage priorities, Learners may be able to schedule a seat in a DLS DTF to make use of the wide area network access to training products and information sources they provide. For DLS Facilities, Learners can contact the Manager of the DTF nearest them, who will use (and have access rights to) the LMS scheduling feature to reserve a DTF seat at the requested date and time, if they are available. To find the nearest DTF near you, go to the Distributed Learning System web site at www.dls.army.mil, click **Installations** on the Left Navigation Bar, and then click **DTFs & DL POCs**.

2.6 Product Selection and Registration

Learner registration is the process of associating an individual Learner by name with a planned Course offering. It is the Army's intent that Lesson-level registration will become a common practice for the conduct of Army training. To some training managers, the term *Registration* is used synonymously with *reservation*, but the terms connote a subtle difference. Registration refers to Learners (people) and reservation is used with things-- Facilities, Resources, etc. ATRRS makes use of the term reservation in its messages and definitions, but LMS terminology generally uses the word *schedule* to connote this concept. Another related term, *enrollment*, has a distinctive meaning in the LMS. It signifies either the arrival of a Learner at a designated resident location, prepared for training, or to the self-initiation of training by a Learner, (e.g. launching Courseware), in a DL context.

One way of determining categories training types is by looking at the source for the training requirement. In the LMS, training management procedures, most notably registration, differ somewhat, depending on *who* is requiring a Learner's training to occur. Looked at this way, training breaks into three categories:

- Command Originated Training- Training assigned by a Learner's Unit Training Manager or Learning Approver in his unit.

- Self-Directed Training- Training that the Learner seeks out of his own initiative, whether for professional or self-development.

- Quota-Managed or Directed Training- Training that is centrally managed at the Army level in response to Proponent and overall Army needs, usually managed by ATRRS.

2.6.1 Command Registration

One of the principal responsibilities for Army leaders is the training of their soldiers (and civilians). The LMS provides unit leadership with a valuable, even revolutionary, new tool for conducting individual training in units. Using these features, the unit leader, once formally appointed or designated as a Unit Training Manager (UTM) in the LMS, can access a subordinate's detailed training records and note what specific skills he is lacking or pinpoint weaknesses, based upon his past, recorded examinations and assessments. He/she can then cross-reference the skill or subject to Lessons or Products containing the appropriate training material, and schedule the subordinate to take the training. Depending on the degree to which his unit has placed local training Resources under management of the LMS, scheduling the block of instruction (training Lesson or Product) can include the reservation of a Facility or other Resources, such as training aids, paper products, and Equipment. Specific procedures for LA/UTM performance of Command Registration requirements are provided in Chapter 6, "Learning Approver/Unit Training Manager" user handbook.

2.6.2 Self-Registration for Training

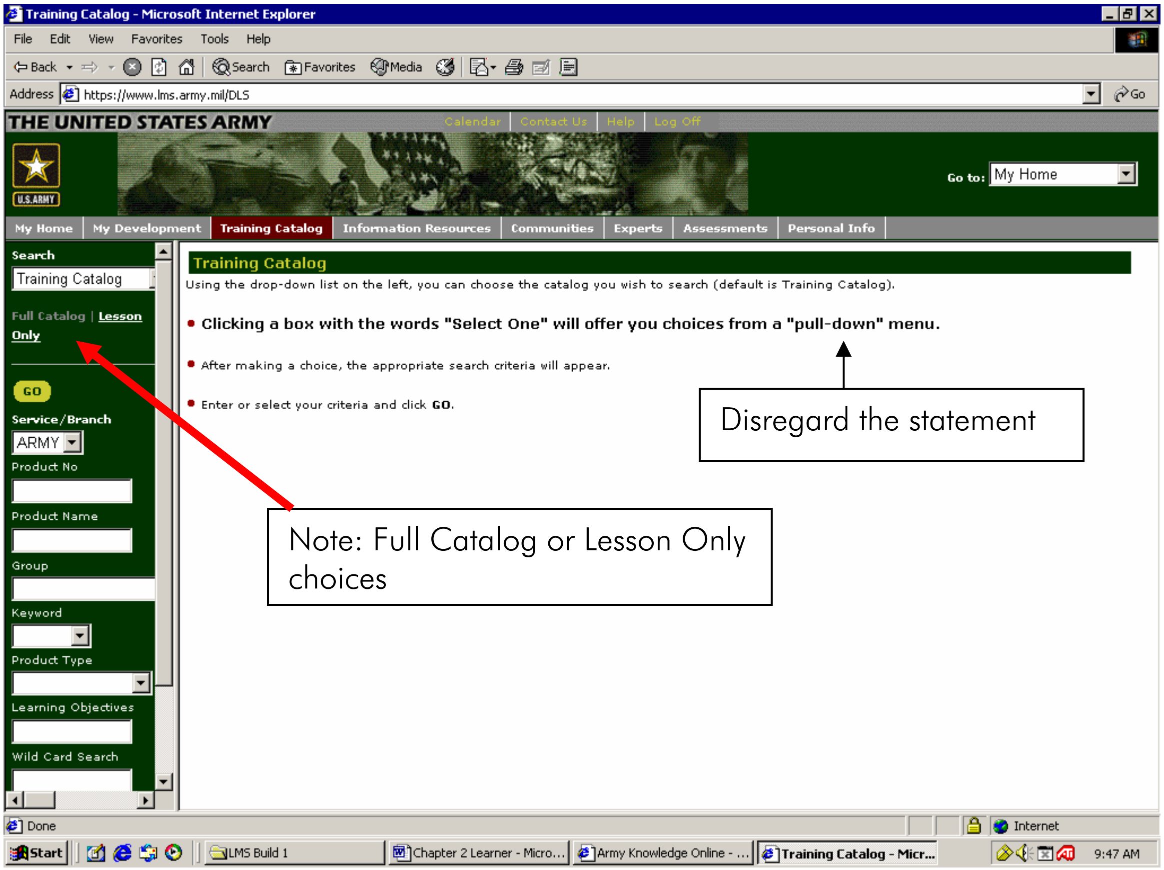
Within the Course Catalog, users may find Courses that are designated for self-development. This means that individuals may register themselves for those Courses or command-designated UTM/LAs may register them by proxy.

2.6.3 Registration through ATTRS

Registration for training that is quota-managed or HQDA-directed, whether in DL format or not, differs from self-directed training mainly in the Role of the actor performing the functions. For this centrally managed or directed training, the process is performed in ATRRS, and then is imported into the LMS through the interface.

2.6.4 Common Registration

The Training Catalog functions allow you to search available learning offerings (courses and products) using a variety of criteria, including name, Military Occupational Specialty (MOS), skill level, and location. It provides descriptions, availability and schedule information, as well as automated links to Registration. This includes training shortfalls and knowledge gaps based on requirements and the Learner's training history.
Your LMS homepage has a Training Catalog link on the Left Navigation Bar, where you can perform searches for courses, products, and lessons. You would perform searches if you wanted to register for a course, product, or lesson or view the details of the course, product, or lesson (to personalize your searches, refer to Chapter 1).



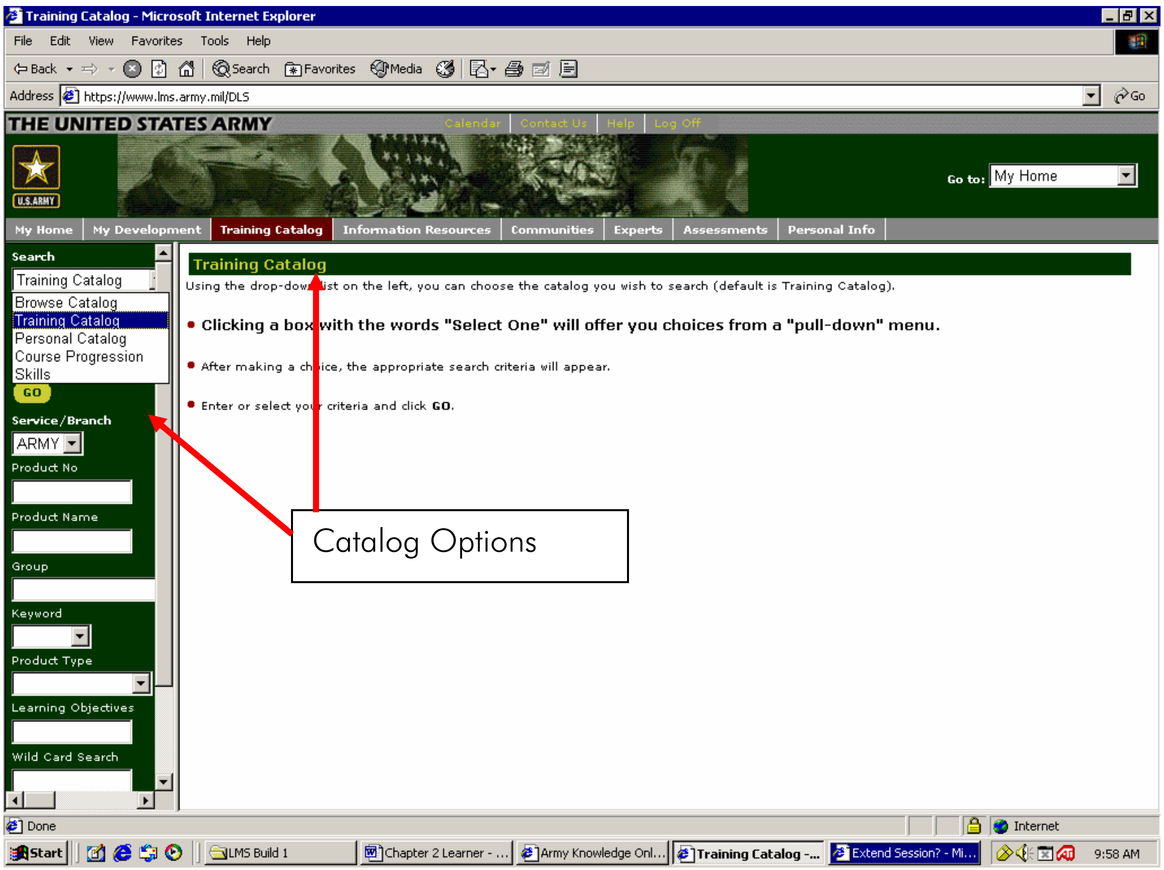
You may conduct searches on **Full Catalog** (courses, products, and lessons) or **Lesson Only** from the following criteria:

Fields in Full Catalog Search	Fields in Lesson-Only Search
Service/Branch Product Number Product Name (Course, Lesson, or Product) Group (Organizations from drop-down menu) Keyword (drop-down selection) Product Type (Media from drop-down menu) Lesson Objectives Wild Card Search (Initial letter(s) or blank) Proponent Code (Code of Proponent School responsible for product) Proponent Name	Lesson Title (Product Name) Lesson Template Number Group (Organizations) Keyword (drop-down selection) Location (Post or City) Building Start Date After (Calendar Pick Tool) Start Date Before (Calendar Pick Tool)

Note: If you do not specify "**Lesson Only**", your search results will contain all categories intermixed in the Search Results window. The LMS displays the results of your search after you have entered your search criteria in the search text box(es) in the Left Navigation Bar and clicked **GO**. The system will return the items matching your search criteria in the Search Results window. If your search returns a large number of results, you may want to refine your search by defining more search categories. Your MOS/Area of Concentration (AOC) and role may limit your search results. You can view the details of the product or course, print the results of your search, or request registration.

Searching allows you to locate education/training offerings and create registration requests. In addition, managers can search for learning offerings and create registrations on your behalf. Managers can also use the search to find items to put into learners' development plans. You access the Catalog by either of the following to methods.

1. Click the "**Training Catalog**" tab on the Gray Horizontal Tab Bar.
2. Click the drop-down menu with the default selection of Training Catalog in the Left Navigation Bar to display your Catalog options.



Based on the catalog options, you will have the ability to enter search criteria and click "GO" to return a set of possible matches to your search criteria. The default, and most common method of searching, will be the Training Catalog search option.

Catalog Option	Description
Browse the Catalog	Selecting this menu choice automatically lists catalog categories in the Left Navigation Bar. Clicking each underlined category will show subcategories that can be clicked to display the search results in the main window. Clicking the "+" and "-" symbols will expand or collapse the categories tree.
Training Catalog	This is the default choice when you display the Training Catalog page. Selecting this menu choice

Catalog Option	Description
	and clicking GO will display all items in the catalog. You can filter the items displayed by using the search fields in the Left Navigation Bar, which will display only items that fit the criteria you enter. You can also click the Lesson Only link at the top of the Left Navigation Bar to search only for lessons instead of all the items in the full catalog.
Personal Catalog	Selecting Personal Catalog from the Search drop-down menu will restrict the search results according to the preferences you selected when you created a personal catalog. Click "GO" to show the search results.
Course Progression	Selecting this menu choice from the Search drop-down menu allows you to list courses in the search results page. Using the search fields in the Left Navigation Bar, you can narrow the search to a specific course version or to courses that are available from a certain date. Click "GO" to show the search results.
Skills	Selecting this menu choice from the Search drop-down menu allows you to list skills in the search results page. You can click the skill title to see detail information and a description. Clicking the View All link in the Learning Suggestions column displays a list of learning items that you can complete to gain the skill at a certain level. Clicking the Community icon displays information about communities that can offer assistance in gaining the skill. Click "GO" to show the search results.

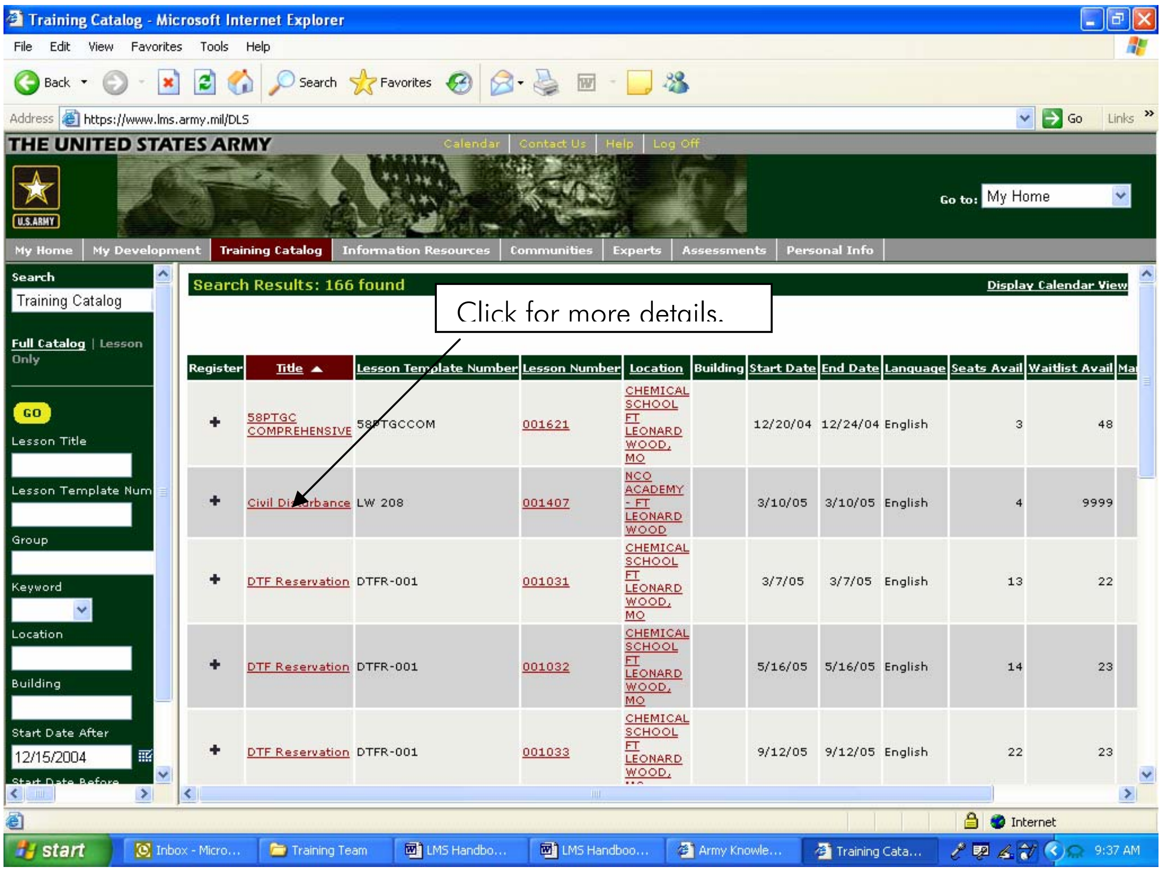
You can view product details, lesson details, or course details and personalize your training search. We'll look at each of the three in turn, beginning with viewing product details.

2.7 Viewing Training Catalog Details

Given a successful search of the Training Catalog, it may be necessary to obtain additional information (details) of the Product (which includes courses, phases, modules, and lessons) your search provided.

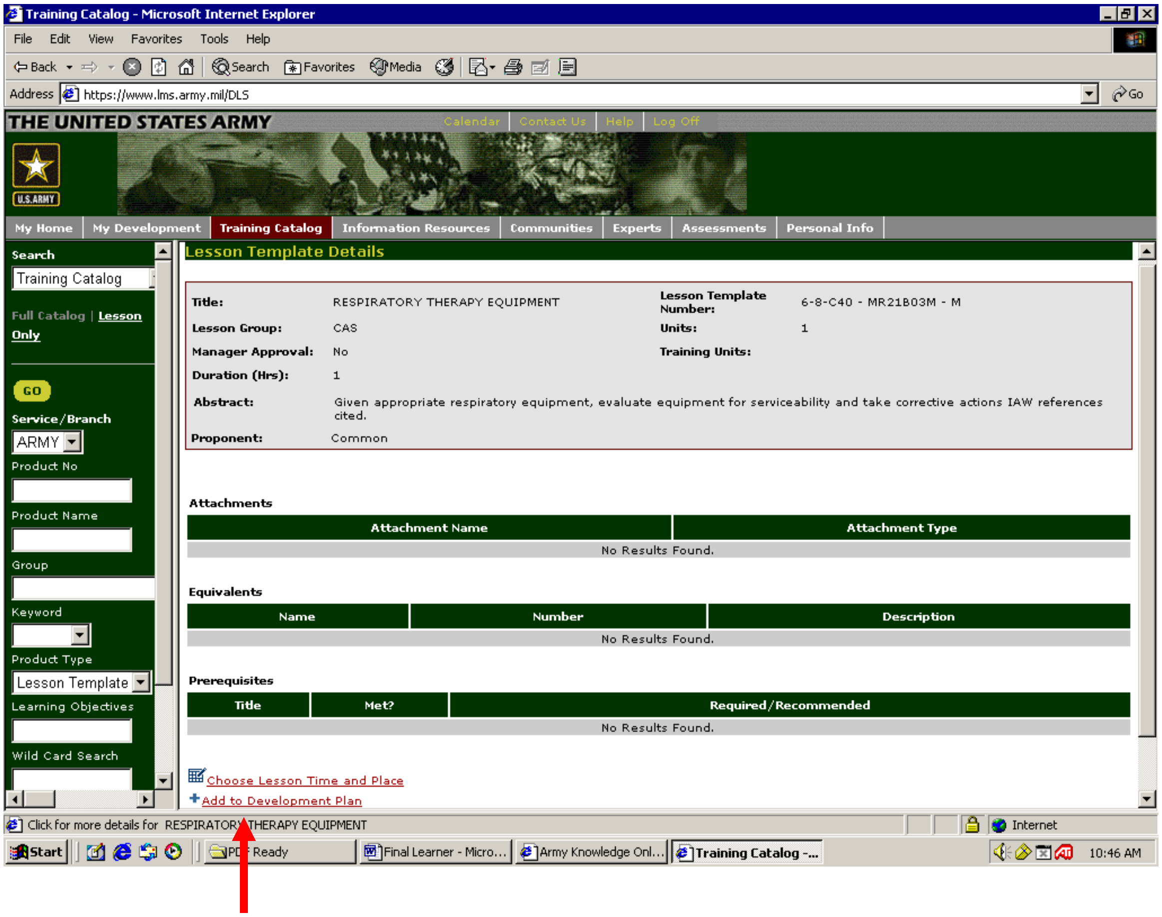
Information like: the length or duration of a lesson; if manager (Learning Approver or Unit Training Manager) approval is required prior to registration; a list all of the modules and lessons included in a course; and what requirements (prerequisites) if any, exist and must be met before starting. These and other details can be found by following the steps below.

Sample Training Catalog Search Results



To view the details of an item in the Training Catalog just click the title of the item under the **Title** column as shown above.

Sample Training Catalog Lesson Details



Information about the functions, supporting skills, and the knowledge taught, supported, or reinforced by the product above will be included as attachments to the product. Any job qualification and certification requirements addressed by the product will also be included as attachments. While viewing catalog details, you can request registration for the product or add it to your individual development plan (IDP).

2.8 Request Registration

If you wanted to take an education/training activity (e.g., course or product), then you must first request registration. There are two types of processes used to achieve this:

To register for an ATRRS-managed course you must use the ATRRS System. Most courses are listed in the catalog. If you attempt to register for an ATRRS-managed course, you will get the message: "You must use the ATRRS to register for this course."

Registration for all other courses is accomplished through the LMS as described below.

2.8.1 ATTRS Registration

For the courses managed by ATRRS, you will be required to contact your Quota Manager. Your Unit Training Manager (UTM) or Learning Approver (LA) may also initiate the registration request.

The LMS verifies that you have met the prerequisites and any other elements of a profile established for the course or product. It also checks for availability of spaces in the course. You will be asked to confirm your reservation. If there is a physical product that requires shipping, you will be asked to confirm or change your address before any products can be shipped. (This does not permanently change your address in the LMS).

If approval is required, the LA is notified and the LMS waits for that approval. A Learner's LA is a designated member of the Learner's chain of command (for soldiers) or the Learner's supervisor (for civilians).

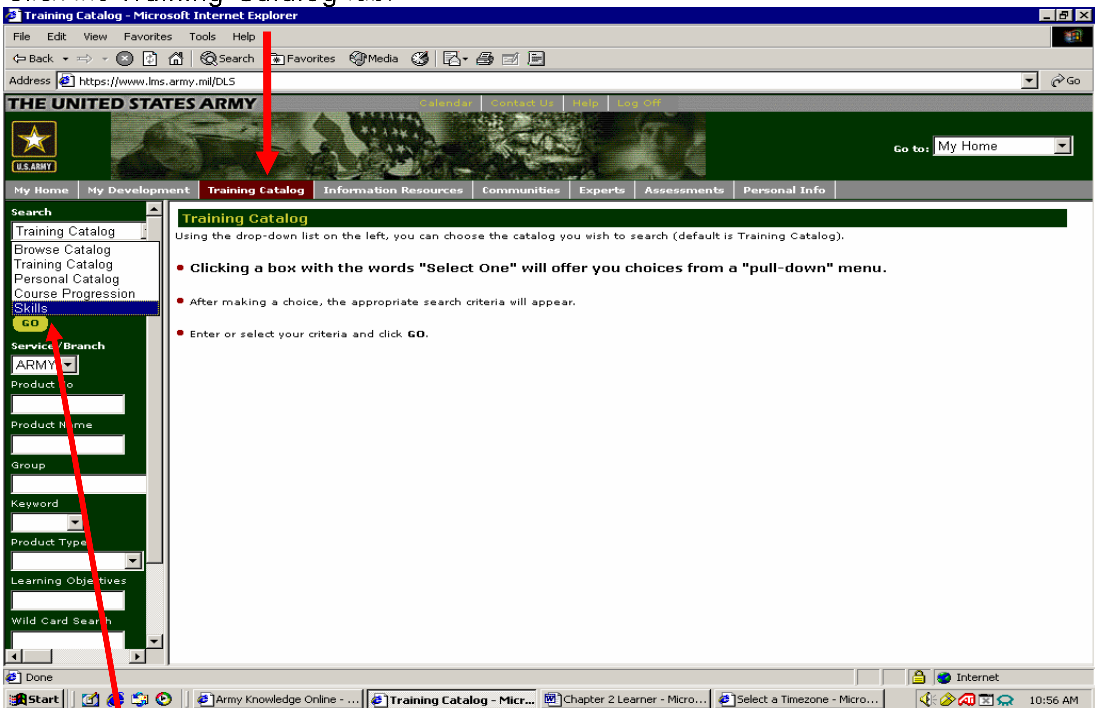
Once the registration request has been processed, there are three potential outcomes:

- The request is granted, you are registered for the course, and any shippable products are sent.
- The request is denied.
- You are placed on a waitlist for future registration.

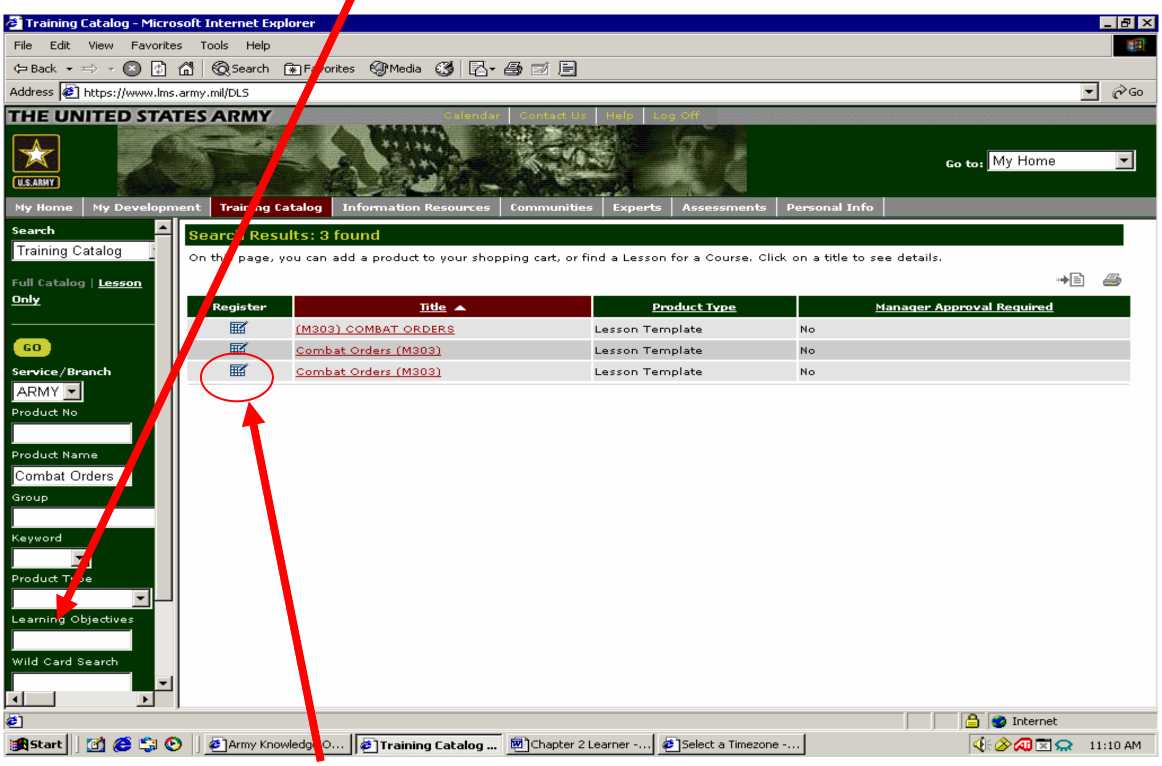
2.8.2 Request Registration for a Catalog Item

There are several ways for you to request registration. You may go to the Training Catalog, select the item, and request to register for it. Alternatively, you can select an item from your ITP and then make the request. To request registration for a catalog item:

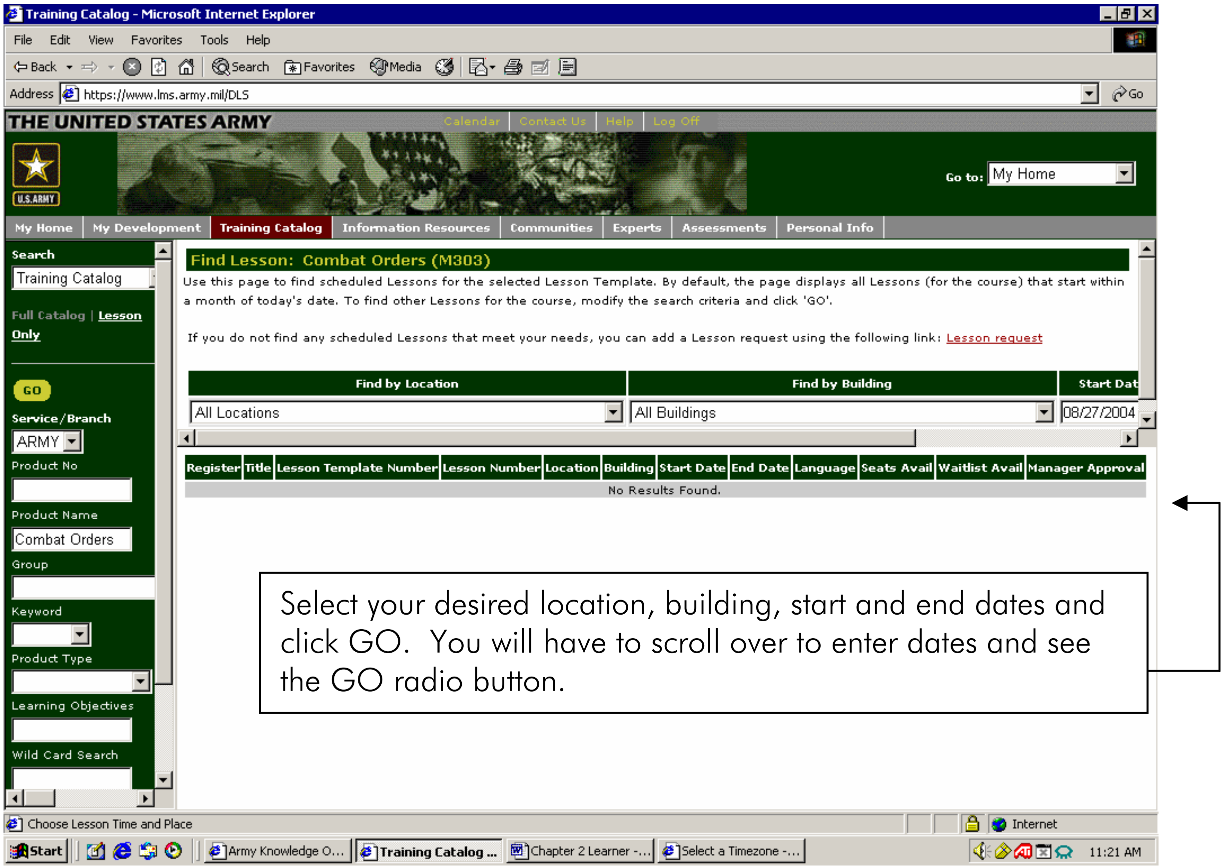
1. Click the **Training Catalog** tab.



2. Select a catalog from the Catalog drop-down menu in the Left Navigation Bar.
3. Enter applicable search criteria in the fields in the Left Navigation Bar and click "**GO**".



4. Click either the **calendar icon** immediately to the left of a product title or the product title itself to find an iteration of that lesson.



- If you click the "+" icon next to a product, the order receipt pop-up window will appear which shows the confirmation of your request (see the next step).
- If you click a **"calendar"** icon next to a lesson, the **Find a Lesson** page appears. Click the "+" icon next to a lesson to display the confirmation pop-up window and request the lesson (see the next step).

5. Click **"Submit"**.

Requested items appear on your **Registrations** page.

2.8.3 Waitlisted Registrations

Note: If you register for a lesson that has no seats available, you will be put on a waitlist. You can display all your waitlisted registrations on your My Home Welcome page by selecting the Wait-listed Registrations check box on the Personalize Home Page.

2.8.4 View Personal Registrations and Details

You can view the courses and products that you have registered for (both approved and requested) via the "My Development" tab. This is useful to manage your time schedule and plan future training and non-training events. Registration details include:

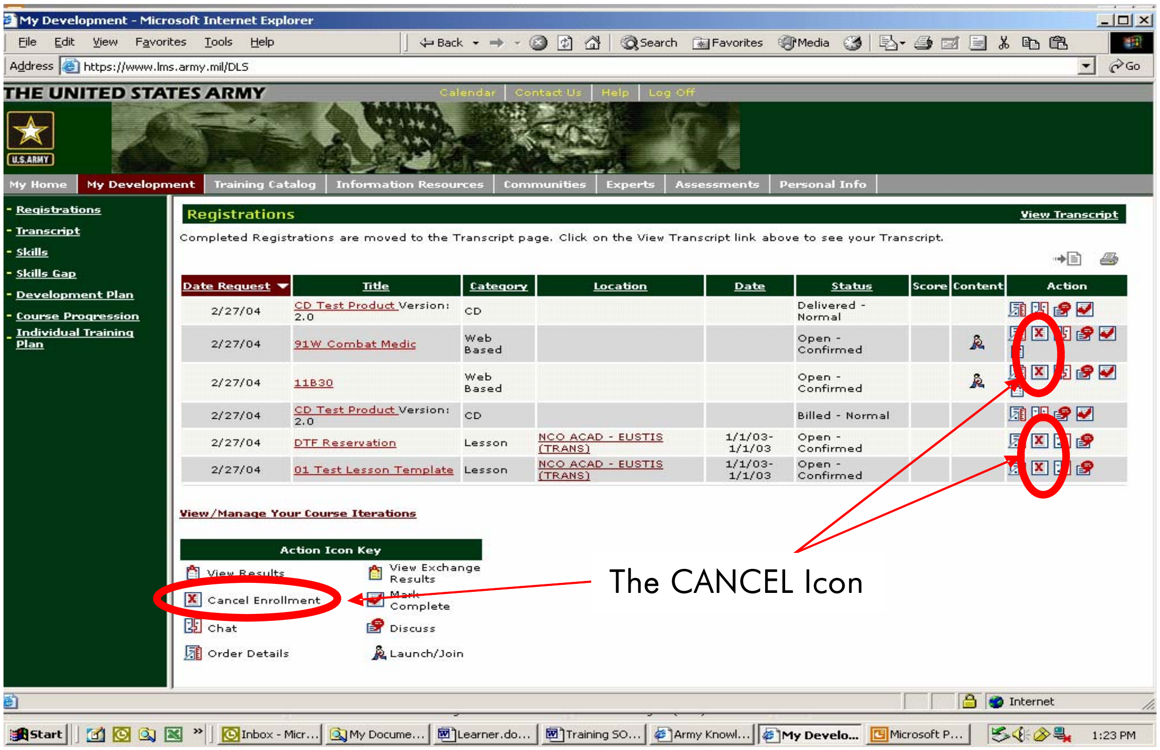
- Date of Request
- Title
- Category
- Location (for Instructor-led)
- Date (for Instructor-led only)
- Status
- Score
- Content (allows access to an online lesson).
- Action (includes canceling, launching, completing, chat/discuss, etc).

2.8.5 Cancel Registration

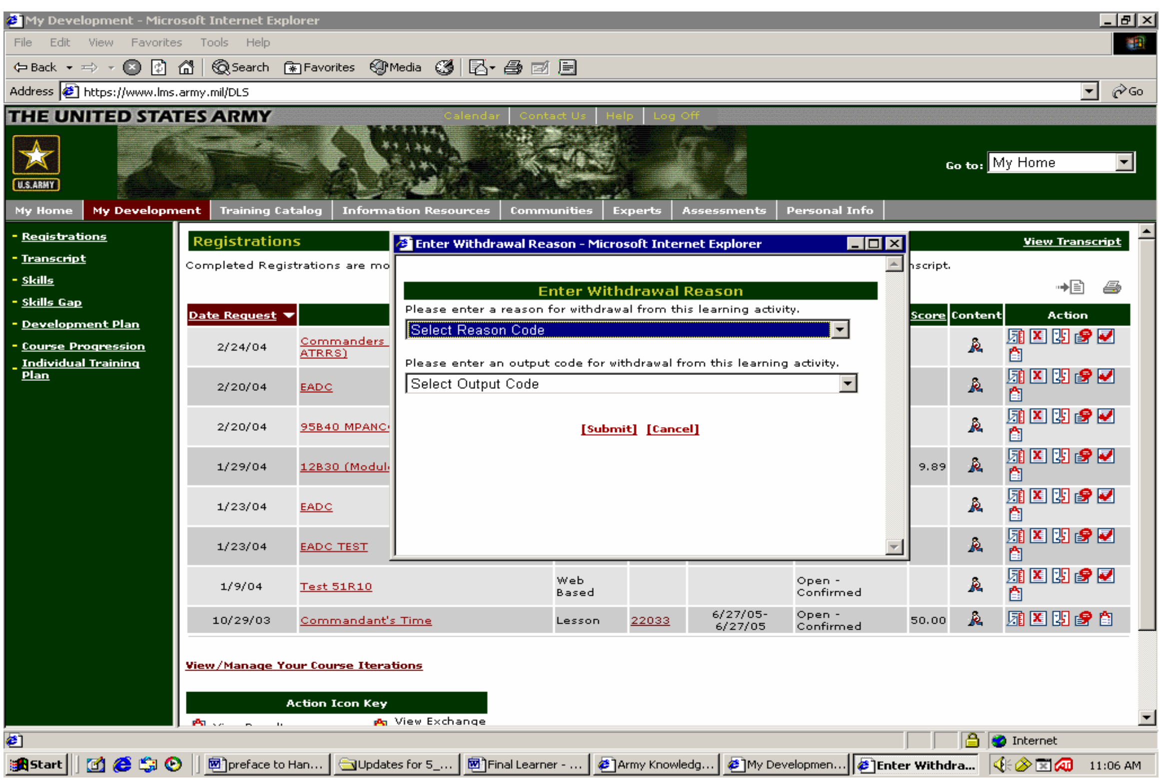
You can cancel approved registrations for self-directed courses through the Registrations page. You would cancel a registration if you were unable to attend the course or lesson. You must go through your Quota Manager to cancel ATRRS-managed courses.

Before you can cancel a course or class, you must first navigate to the proper screen by first clicking the "**My Development**" tab and then the "**Registrations**" link in the Left Navigation Bar. In order to cancel a registration, first click the corresponding cancel icon  as shown below. The LMS will then prompt you to enter 2 codes for canceling the requested learning item from pre-defined lists as shown below. This will remove the item from your registration page, but you can still view the record of the order on your Request History page. You can cancel a registration for an entire course, phase, or module (if non-ATRRS managed) or for individual lessons or products. You can also cancel the ordered item from the order history detail link on your Order History page.

Canceling Registration – Step 1

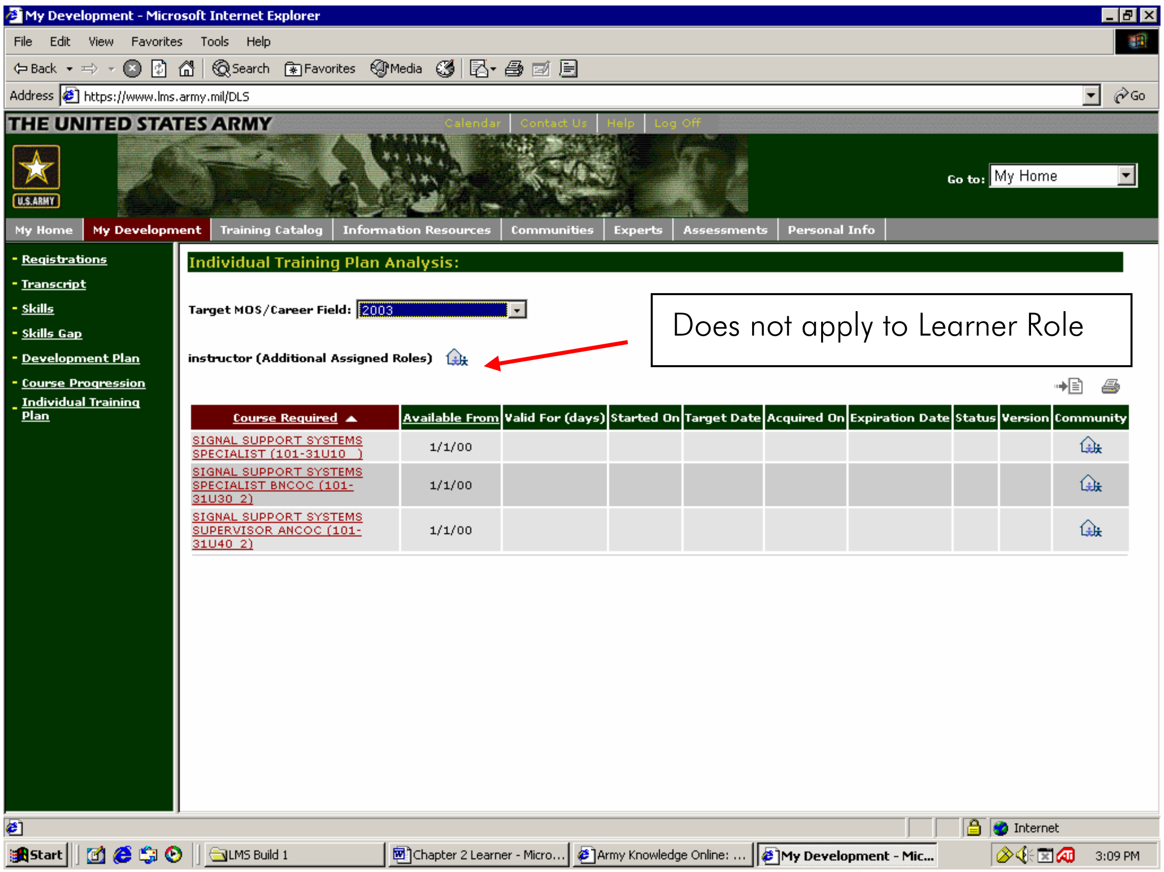


Canceling Registration – Step 2 (Reason and Output Codes)



2.9 View Individual Training Plan

Accessing the Individual Training Plan function is through the "**My Development**" tab and then clicking the "**Individual Training Plan**" link in the Left Navigation Bar.



The standard Individual Training Plan (ITP) for a given MOS/AOC and Career Field is accessible through the LMS. You would view an ITP if you wanted to know what learning items were required to accomplish a specific MOS/AOC or Career Field. You can use this if you are curious about a particular MOS or need to plan your learning path. The following information is available on your ITP page:

ITP DATA	EXPLANATION
Course Required	Title of course selected
Available From	First date course will be available
Valid For (days)	Number of days course will be available
Started On	Date you began the course
Target Date	Date you project to complete the course
Acquired On	Date you registered for the course
Expiration Date	Date course expires
Status	Your progression
Version	Tracking number assigned by a course manager

ITP DATA	EXPLANATION
Community	Where you can collaborate about the course

In addition, you may be able to navigate to the course, phase, module, lesson, description, skill level, examination, course equivalents, course substitutions, and support materials. While viewing the ITP, you can request registration for a course.

2.10 Managing Your Individual Training Plan (ITP)

Clicking the Individual Training Plan link in the Left Navigation Bar displays the ITP Analysis page that shows all the courses that are required by a specified role and their statuses. You can sort the courses by role and click the Community icon to find information on how to close the gap.

Note: This page does not list any courses assigned to you by your manager or that you assign to yourself. Those are displayed on your Courses page.

2.11 Training Delivery

The Training Delivery functions provide for the crediting of Learners; delivery of electronic training; monitoring of Learner progress; and post-instruction processing (posting grades and generating completion certificates). These functions allow the Instructors to perform numerous pre- and post-instruction activities. Your functions include:

- Launch Online Content
- Mark Self-Directed Products Complete

2.11.1 Launch Online Content

Clicking the Join/Launch icon (running man figure) in the Content column, will launch online content, a virtual classroom, or a virtual learning environment (VLE), depending on how the item has been designed.

If the online content is not trackable, you simply interact with it. If it is trackable, it will note your interactions, and can report your success or failure in learning the content, and can mark itself "complete" when you are finished, thereby moving itself from your Registrations page to your Transcript page.

If the content is presented as a virtual classroom, it will appear in the LMS Player and will be synchronized with an instructor-led lesson.

If the lesson is a VLE, it will be presented in a window designed by the provider of the learning experience, and may or may not include online content

2.11.2 Mark Self-Directed Products Complete

You must mark self-directed products, such as books, STPs, or CBTs, complete if you want them to appear in your training history. If the product has an online test, you do not have to mark it complete—it will be marked complete when you pass the test. You can mark products complete from your Registrations page. Products associated with courses or instructor-led training may not allow you to mark it complete. If you do not have access to mark a course complete, no icon will appear in the Registrations page. As soon as you mark an item complete, it moves to your Transcript page. Once it moves to the Transcript, you can no longer mark the item complete, even if the item has been marked as complete without success.

However, from the Transcript page, you can continue to use launchable/downloadable content, and the LMS will continue to record results for the content in the Your Transcript area. The most recent results are always displayed as the current record in the Transcript. All previous records are stored on the History page, which can be accessed by clicking the History icon on the Transcript page.

2.11.3 Registration Page Actions

The following items can be performed on the Registrations page, which can be found in one of two ways.

1. Click the "My Development" tab then the "Registration" link in the Left Navigation Bar, or
2. Click the default "Registrations" Quick link on the Left Navigation Bar of your Homepage

2.12 Collaboration

Note: Before reading this section we recommend viewing "Show Me" portion of the training vignette titled "Learner Collaboration". You may also wish to view the "Guide Me' and "Let Me" vignette.

The Collaboration functions allow you to participate in chat sessions, threaded discussions, and community groups. A community is a place in the LMS where a group of peers can store attachments, link to URLs, and access experts for information. To access the Collaboration Services in the LMS, click on the "Communities" tab. You can participate in any community by adding that community to your watch list either by taking part in the discussions or by becoming an expert for the community. Your functions include:

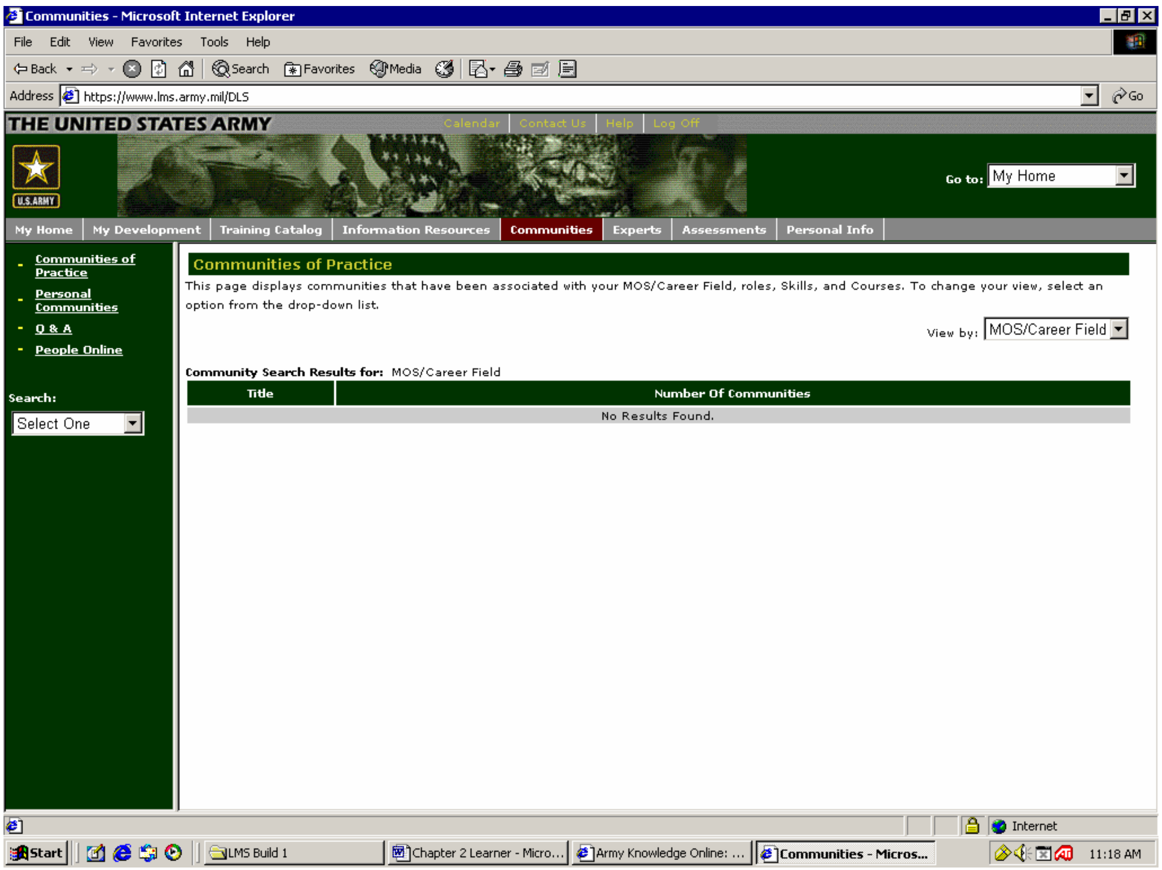
- Search for Communities
- Participate in Communities
- Initiate and Participate in Chat
- Initiate and Participate in Discussion Threads

2.12.1 Search for Communities

Searching for a community is useful for those seeking to interact with peers or experts in some field of interest or related to the subject matter of the training in which they are engaged.

2.12.2 Search for and Participate in Communities

To search for and participate in communities, begin by clicking on the "Communities" tab in the My Home module. This displays the Communities of Practice page (and associated links in the Left Navigation Bar). Communities that are associated with your MOS/Career Field, roles, skills, or courses, if any, are displayed here.



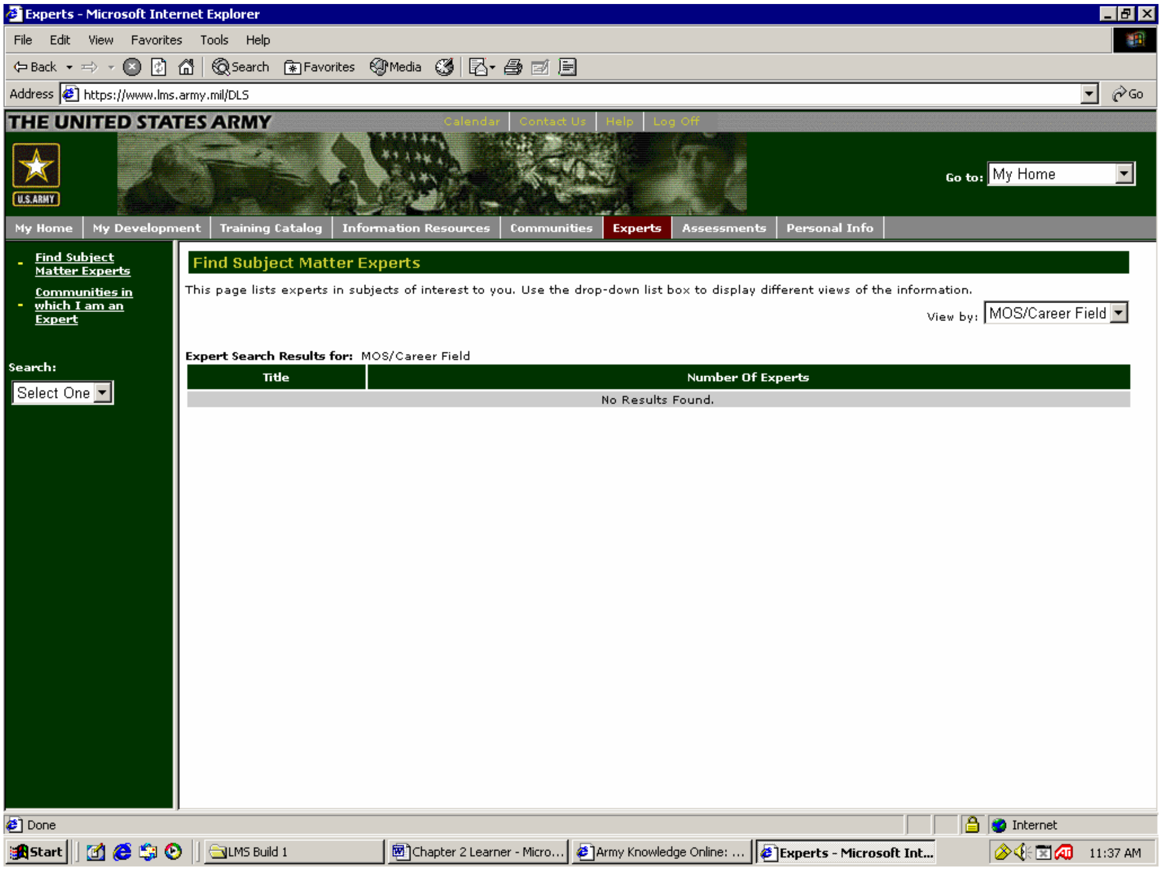
If no community appears in the Communities of Practice page, then you will need to perform the steps necessary to become a member of those communities in which you have an interest.

To view a community:

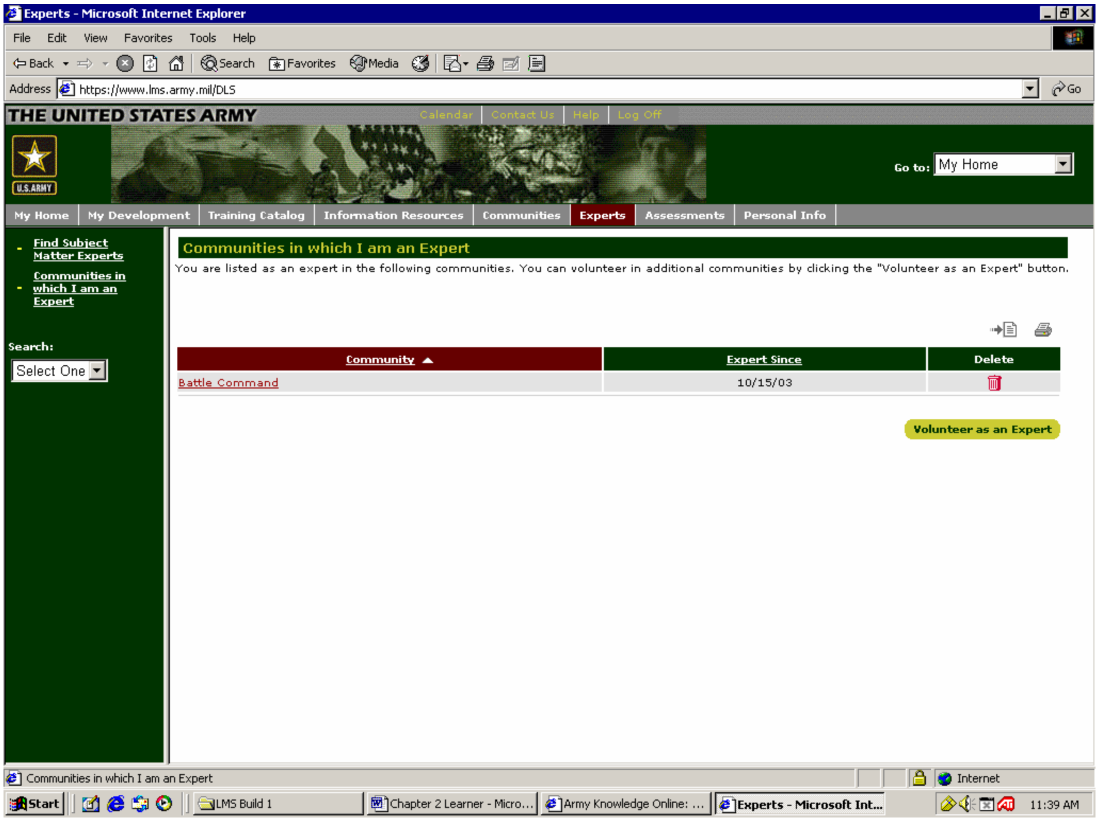
1. In the View by drop-down menu, select MOS/Career Field, role, course, or skill to search for a community associated with that group.
2. The Community Search Result section returns the following information if communities are found:
3. Title of the returned object that is associated with a community.
4. Number of communities associated with that object.
5. Click the "**View Communities**" link next to a title to display the list of communities associated with it. In the list of communities, you can:
6. Add a community to your watch list, by clicking the icon in the **Add to Watch List** column.

Note: If you are an expert in a community, it cannot be added to your watch list. Instead, the community is displayed in the "**Communities in which I am an Expert**" page in the Experts tab.

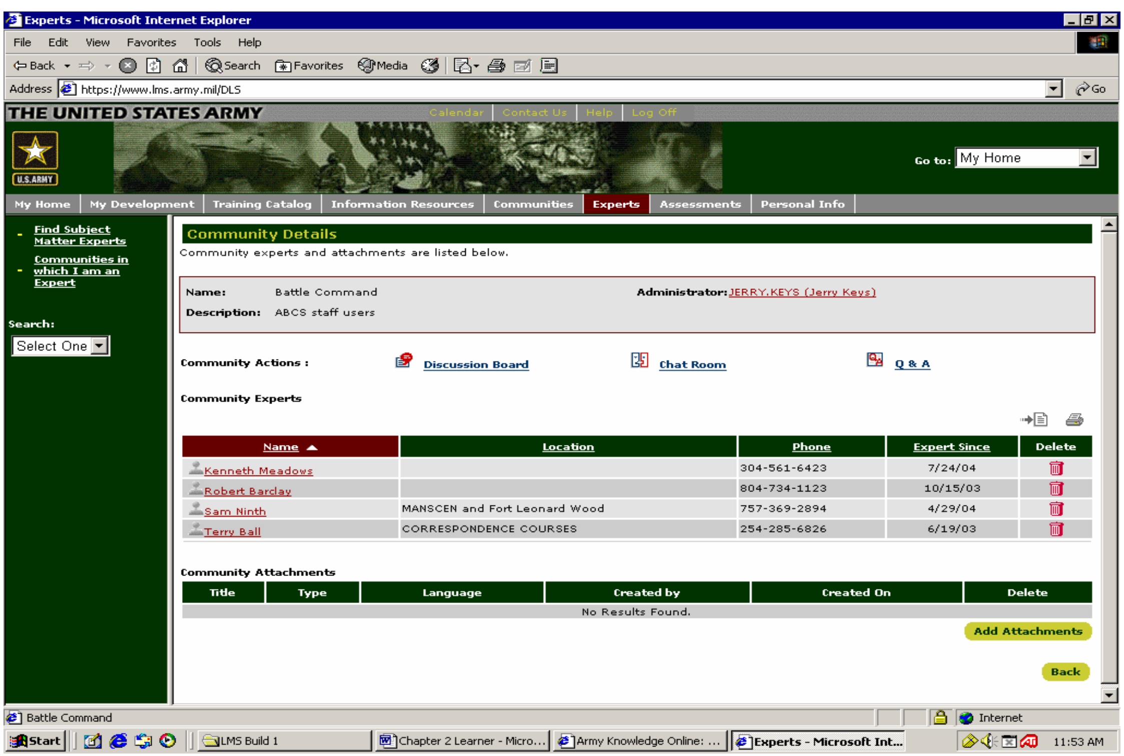
7. Click on the "**Experts**" tab in the Tab Bar.



8. Click on "**Communities in which I am an Expert**" link in the Left Navigation Bar. This action produces the "**Communities in which I am an Expert**" screen, showing all of the communities with which you are currently registered, if any. If no community appears, you will need to join those in which you have an interest.

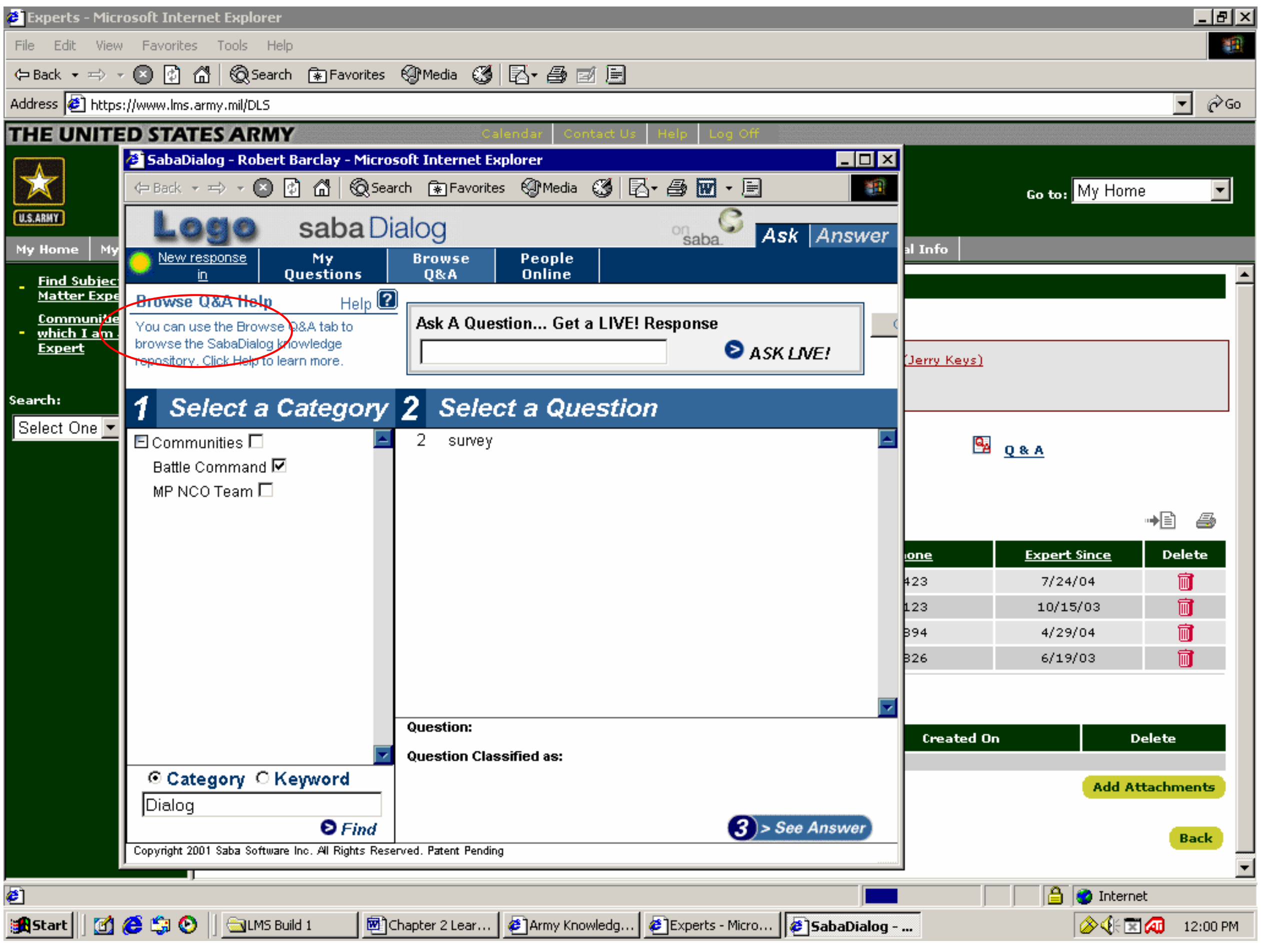


9. Click on the community you wish to access, which displays the **Community Detail** window.



10. Send an email to the community administrator by clicking the administrator's name in the Name column.
11. Using the Communities Actions area at the top of the page, you participate in threaded discussions by clicking the **Discussion Board** link or enter an associated Chat room by clicking the **Chat Room** link.

You can submit questions to experts in your field by clicking the Q&A link, which produces the SABA dialog box for you to type your queries. To learn how to use the dialog box, Click on the "**Browse Q&A Help**" link at the top left corner of the SABA dialog window.



2.12.4 Participate in Communities

When you participate in a community, you have these options:

Chat (real time collaboration, better known as "instant messaging")
Discussion (which is organized by topics and which maintains a record of the discussion thread
Attachments (documents and other files added to the community which may be downloaded by the members)

While you may initiate chat or a discussion thread, the community administrator determines your ability to attach files.

Within a community, you can participate in discussions threads and chat sessions with persons in the same community. To access these, click on the corresponding links in the Community Details page.

2.13 Chat

Chat is an LMS component that allows users to instantly exchange messages. Chat rooms are available for:

- Catalog items
- Communities

2.13.1 Chat Rooms for Catalog Items

Each catalog item in the system has a chat room associated with it. Learners can use the Chat room instant messaging service to communicate with other learners who are registered for the catalog item.

Learners who have ordered a catalog item are granted access to the corresponding chat room once the order is confirmed. Chat rooms remain available after catalog items are completed or delivered.

2.13.2 Chat Rooms for Communities

Each community in the system has a chat room associated with it. The chat room for a community is available to all learners who are watching the community or are experts in the community. A chat room is available only for as long as its associated community exists.

2.14 Discussion Groups

Discussion is the LMS component that provides a persistent communication channel for interacting with other users. Discussions are available for every:

- Catalog item
- Community

2.14.1 Initiate and Participate in Chat

You can initiate or participate in synchronous, real-time collaboration (better known as "chat" or "instant messaging"), related to a course, product, or community. You can use the chat room to communicate with others who are registered for the course or product. Chat is also available for those who are participating in or are experts in a community. Once you are granted access to a chat room related to a course, product, or community, it will remain available even if the item has been marked complete. A chat room is automatically created when the course, product, or community is created.

2.14.2 Accessing Chat Rooms

There are two ways to access a chat room:

- You can access a chat room for a catalog item once an order for a catalog item is set to "confirmed".

- Note: Chat rooms are not available for unconfirmed orders. You can access a chat room for every community in the system.

2.14.3 Accessing a Chat Room for a Catalog Item

Learners can access a chat room group for a catalog item via:

- The Registrations page
- The Transcript page

To access a chat room from the Registrations or Transcript page:

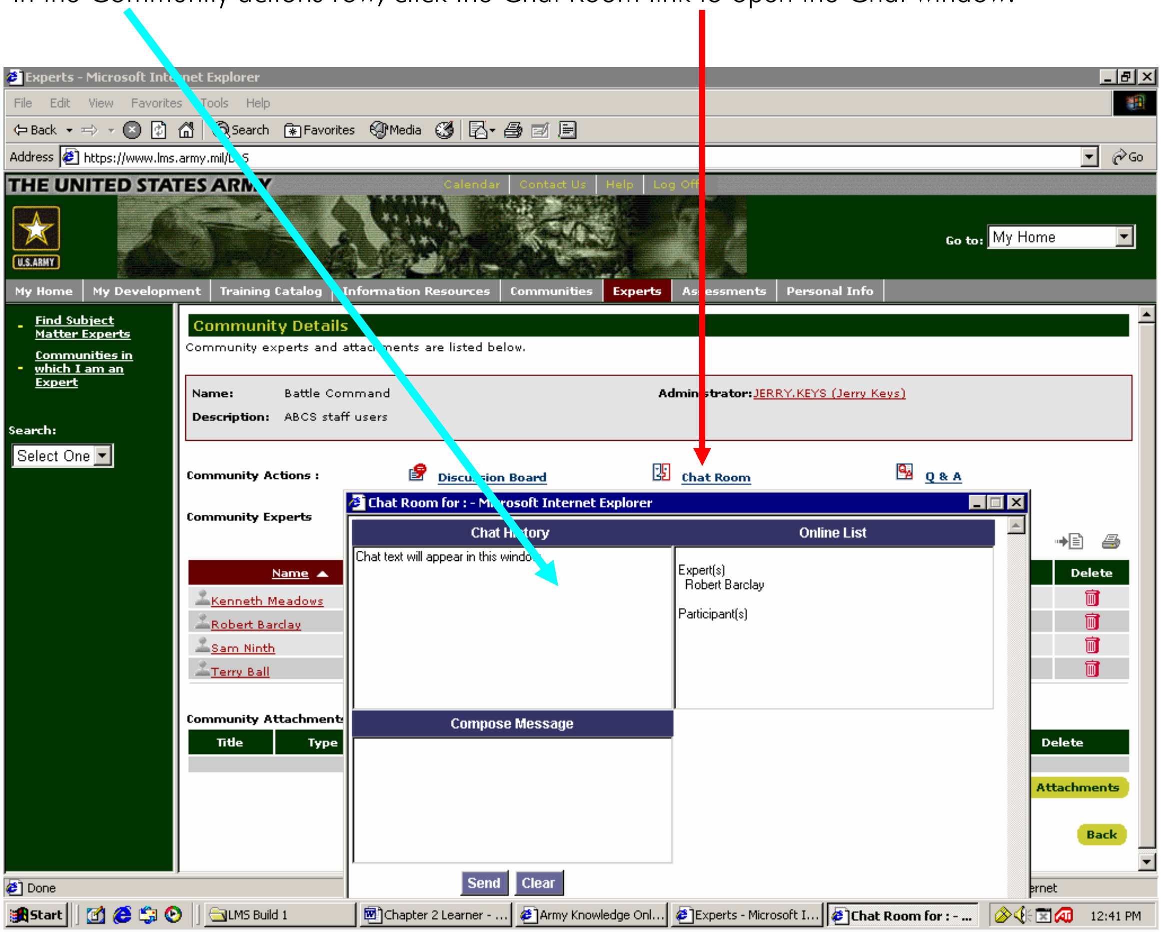
- Click the "My Development" tab on the Gray Horizontal Tab Bar.
- Click the "Registrations" link on the Left Navigation Bar. The Registrations page displays all the catalog items for which you are currently enrolled.
- OR
- Click the "Transcript" link on the Left Navigation Bar. The Transcript page displays all the catalog items you have completed.
- The Chat icon is displayed in the Action column. Each catalog item has a separate chat group. To access a chat group for a particular catalog item, click the Chat icon next to the catalog item in which you are interested.

2.14.4 Accessing a Chat Room for a Community

To access a chat room for a community:

- Click the "Communities" tab.
- Click the "Personal Communities" link.
- Click the name of a community for which you want to see a chat group.

In the Community actions row, click the Chat Room link to open the Chat window.



2.15 Discussion Groups for Catalog Items

Each catalog item in the system has a discussion group associated with it. Learners can access the discussion group for a catalog item after their order for the item is confirmed. Learners can discuss any number of topics / subjects for a catalog item. Each discussion group maintains a complete history of the communication between users who participated in the discussion. Discussion groups remain available after catalog items are completed.

2.15.1 Discussion Groups for Communities

Each community in the system has a persistent discussion group associated with that community. The discussion group for a community is available to all learners who are watching the community or are an expert for the community. A discussion group is available as long as the community exists.

2.15.2 Accessing Discussion Groups

There are two ways to access a discussion group:

- You can access a discussion group for every community in the system.
- You can access a discussion for a catalog item once the order for the catalog item is set to "confirmed".

Note: Discussion groups are not available for unconfirmed orders.

2.15.3 Accessing a Discussion Group for a Catalog Item

Learners can access a discussion group for a catalog item via:

- The Registrations page
- The Transcript page

Note: You can access a discussion group for a catalog item only if the status of your order is set to "confirmed". Discussion groups are not displayed for unconfirmed orders.

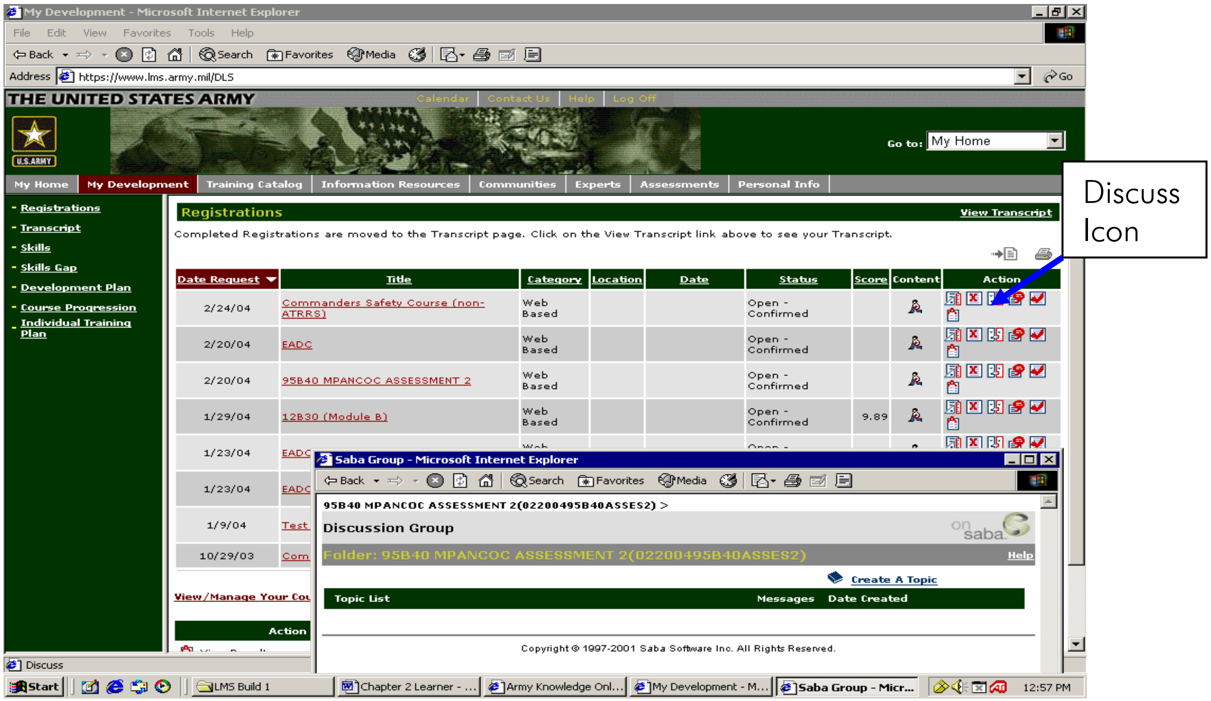
To access a discussion group from the Registrations or Transcript page:

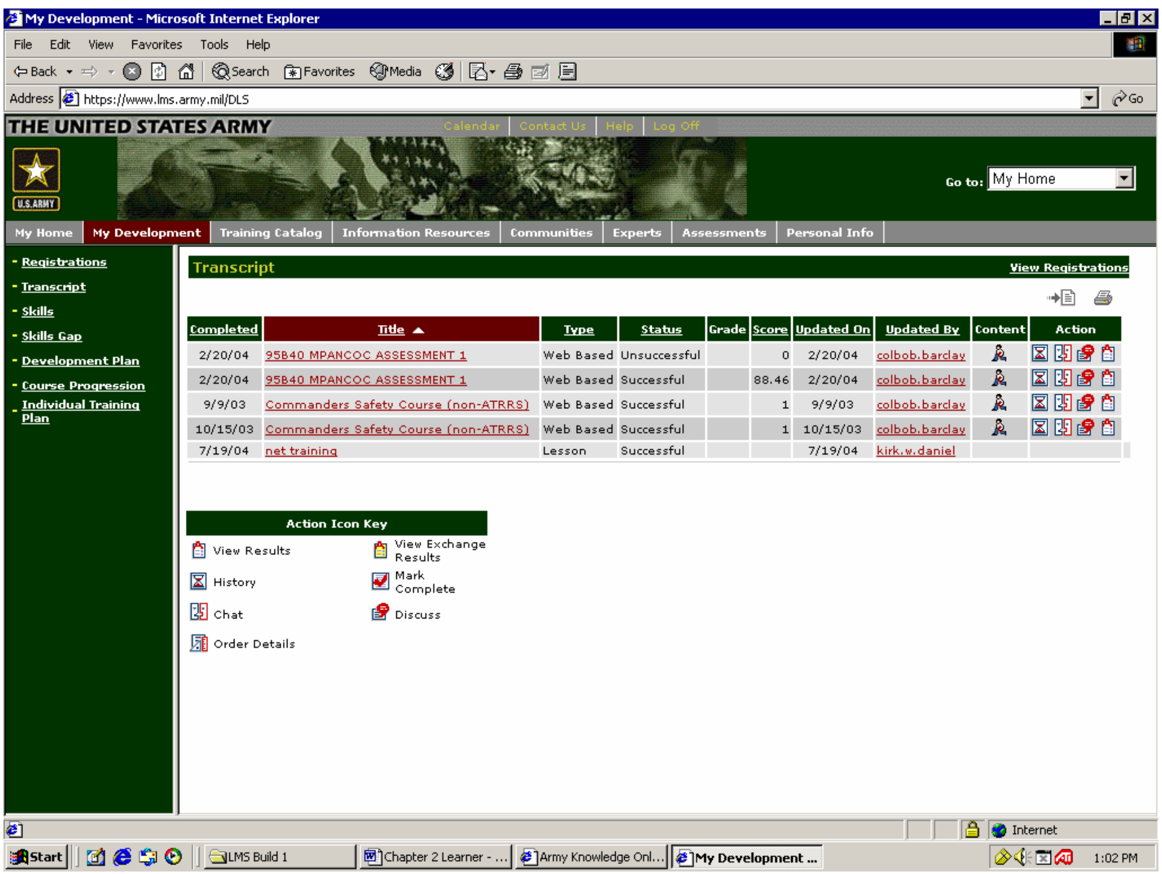
1. Click the “My Development” tab on the Gray Horizontal Tab Bar.
2. Click the “Registrations” link on the Left Navigation Bar. The Registrations page displays all the catalog items for which you are currently registered.

OR

3. Click the “My Home” tab
4. Click the “Transcript” link on the Left Navigation Bar.

The Discuss icon, if applicable, is displayed in the Action column of the Registration and Transcript Pages for each catalog item. To access a discussion group for a particular catalog item, click the Discuss icon next to the catalog item in which you are interested, if one exists. If the icon does not appear, you will have to create the first group.


My Development - Microsoft Internet Explorer
Address https://www.lms.army.mil/DLS
THE UNITED STATES ARMY
Calendar | Contact Us | Help | Log Off
Go to: My Home
My Home | My Development | Training Catalog | Information Resources | Communities | Experts | Assessments | Personal Info
Registrations
Transcript
Skills
Skills Gap
Development Plan
Course Progression
Individual Training Plan
Registrations
View Transcript
Completed Registrations are moved to the Transcript page. Click on the View Transcript link above to see your Transcript.
Date Request | Title | Category | Location | Date | Status | Score | Content | Action
2/24/04 Commanders Safety Course (non-ATRRS) Web Based Open - Confirmed
2/20/04 EADC Web Based Open - Confirmed
2/20/04 95B40 MPANCOC ASSESSMENT 2 Web Based Open - Confirmed
1/29/04 12B30 (Module B) Web Based Open - Confirmed 9.89
Saba Group - Microsoft Internet Explorer
95B40 MPANCOC ASSESSMENT 2(02200495B40ASSES2) >
Discussion Group
Folder: 95B40 MPANCOC ASSESSMENT 2(02200495B40ASSES2)
Help
Create A Topic
Topic List | Messages | Date Created
Copyright © 1997-2001 Saba Software Inc. All Rights Reserved.
Discuss
Discuss Icon
12:57 PM

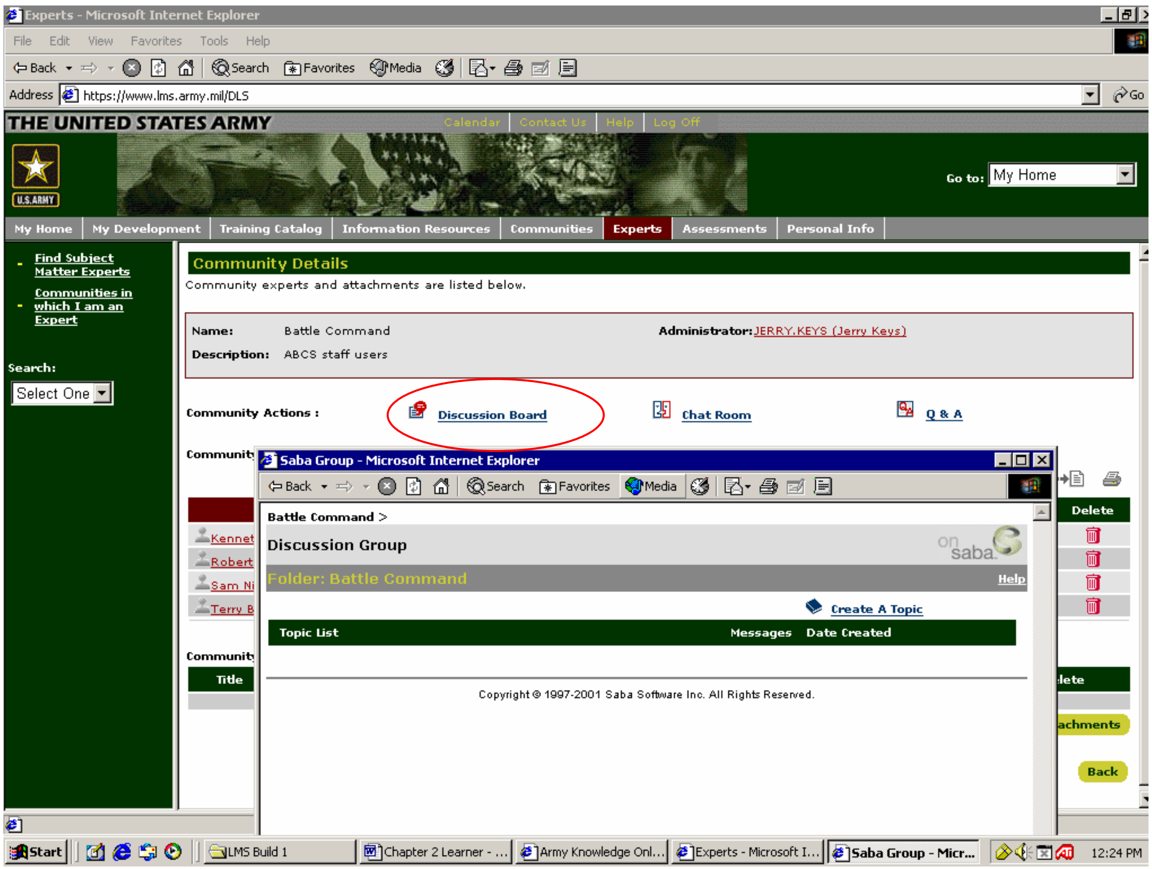

My Development - Microsoft Internet Explorer
Address https://www.lms.army.mil/DLS
THE UNITED STATES ARMY
Calendar | Contact Us | Help | Log Off
Go to: My Home
My Home | My Development | Training Catalog | Information Resources | Communities | Experts | Assessments | Personal Info
Registrations
Transcript
Skills
Skills Gap
Development Plan
Course Progression
Individual Training Plan
Transcript
View Registrations
Completed | Title | Type | Status | Grade | Score | Updated On | Updated By | Content | Action
2/20/04 95B40 MPANCOC ASSESSMENT 1 Web Based Unsuccessful 0 2/20/04 colbob.barclay
2/20/04 95B40 MPANCOC ASSESSMENT 1 Web Based Successful 88.46 2/20/04 colbob.barclay
9/9/03 Commanders Safety Course (non-ATRRS) Web Based Successful 1 9/9/03 colbob.barclay
10/15/03 Commanders Safety Course (non-ATRRS) Web Based Successful 1 10/15/03 colbob.barclay
7/19/04 net training Lesson Successful 7/19/04 kirk.w.daniel
Action Icon Key
View Results
View Exchange Results
History
Mark Complete
Chat
Discuss
Order Details
Internet
1:02 PM

2.15.4 Accessing a Discussion Group for a Community

To access a discussion group for a community:

1. Click the "**Communities**" tab on the Gray Horizontal Tab Bar.
2. Click the "**Personal Communities**" link.
3. Click the name of a community for which you want to see a discussion group.

In the Community actions row, click the "Discussion Board" link to open the Discussion Group window.



2.16 Communicating with Experts in a Community

In the Community Detail page, in the list of community experts, a Chat icon is displayed next to the names of community experts. When a community expert is in the chat room, the icon next to the expert's name is active. Click the icon to access the chat room.

2.17 Initiate and Participate in Discussion Threads

You can initiate or participate in asynchronous discussion threads (or topics) associated with a course, product, or community. This form of collaboration maintains a complete history of the communication among those who participated in the discussion.

Discussion threads allow you to post messages for others to respond to. Using new or existing threads, you can communicate with others who are registered for the course or product, or who are participating in, or are experts in a community. Once you are granted access to a discussion related to a course, product, or community, it will remain available even after the item has been marked complete. Discussion threads are automatically created when the course, product, or community is created.

2.18 Testing

The Testing functions include providing test instructions, administering and grading tests, providing feedback, recording grades, and maintaining detailed data for later analysis. Your Learner function is:

- Complete Tests.

2.18.1 Complete Tests

If an electronic test is required for a lesson, module, phase, or course, you might have to complete the test online. Paper-based tests might also be given. These are taken independently and externally from the LMS. Tests can be imbedded in online content, such as WBTs or they can be the WBT. This will vary, depending on the type of training as well as the training requirements. Once you have completed the online tests, the LMS automatically grades the tests and enters the score.

There are many ways that tests are given and completed in Army training. This ranges from paper-based tests to field exercises to tests built as a web-based application. The LMS will be used to record grades for all the different delivery types for tests. For paper-based and field exercises, they will be delivered, monitored, scored, and recorded by an instructor or an instructor representative (e.g., proctor, facilitator, or assistant instructor). Web-based (or electronic) tests will be delivered, monitored, and automatically scored and recorded by the LMS. During your training with the LMS, you will see different types of electronic test delivery types: stand-alone tests, tests as part of a lesson, and tests as part of another electronic media. You will also see paper-based testing and field evaluations, but as mentioned above, those will occur outside of the LMS.

2.19 Stand-Alone Tests

A stand-alone test is simply a "register-able" unit. Just like you would request registration for a lesson, you might have to request registration for a test. It would be listed in the Training Catalog and you would simply perform a search and request registration for the test. This test will more than likely be part of a course, phase, module, lesson, or product of which you have another registration or reservation for; therefore, the appropriate instructor, course manager, or class manager will provide you will the proper instruction for locating and completing these types of tests.

2.20 Tests as Part of a Lesson

Electronic tests may also be attached to a lesson. This means that when the lesson iteration was created, a test was made part of the lesson. When you register for such lessons, the electronic test (or content) will be automatically registered for as well. If you view the lesson details, it will say whether a test has been attached to the lesson. To complete this test, you will need to go to your Registrations page (My Development tab, Registrations link) and click the icon under the Content column for the appropriate lesson.

2.21 Tests as Part of Other Electronic Media

Tests can also be built into other forms of electronic media, such as web- and computer-based training items. In such cases, when you launch the electronic media and navigate through it, a test will be located within the media, e.g., a WBT where you had to read and view a presentation. If a test was a part of this media, you would read the required materials, then, at the end, a test would be waiting for you. You would simply complete the test based on the knowledge you had acquired and the LMS would track and record the results.

Since most tests are going to be material specific, there is no set of instructions or guidelines about how to complete them. Each test will be developed by training developers at the various Proponent Schools, each with their own set of instructions and rules. For electronic tests, there will generally be a set of instructions at the beginning of the test. The instructor, assistant instructor, facilitator, or proctor will provide other instructions.

2.22 Evaluation

The Evaluation functions include creating, delivering, and recording critiques and providing for review of products and courses. Your function is:

- Complete Critiques.

2.22.1 Critiques

If an electronic critique is required to rate the effectiveness of an instructor, lesson, module, phase, or course, you can complete this online. Critiques may occur at the module or phase level, rather than at the lesson level. If the critique is paper-based, the Instructor, Assistant Instructor, or Facilitator will distribute, collect, and record the results in the LMS. After critique data has been entered into the LMS, the Course Managers, Instructors, and Facilitators can review the results in a simple or aggregated form.

Through critiques, collaboration administrators (and class instructors) can request your feedback on the quality of educational services and/or products you have received by rating them using critiques. Critiques are associated with a catalog item for which you are registered. The critiques link on the Assessments tab displays all the critiques assigned to you. A new critique has the status of New Request. You can accept or decline a critique.

To accept or decline a critique:

1. Select "Assessments" tab and "Critiques" link.
2. Select the "Accept" radio button to accept a critique, or select the "Decline" radio button to decline.
3. Click "Submit" to confirm your choice.

[Alternatively, you can access your Critique by clicking "See All" next to the Critique item in the "Surveys/Evaluations Awaiting Response" box on your Homepage (if enabled)].

Once a critique is accepted, its status is changed to Confirmed and you can access the critique by clicking the critique name in the Critique Name column.

A completed critique has the status of Completed, and you can delete it from your list of critiques by clicking the Delete icon.

2.23 Transcripts

Once you complete a lesson or a product, your training history is updated on your Transcript page. Launchable/downloadable products record completion status automatically while instructors record completion status for the lessons they teach. You can view your training history to review which courses, lessons, or products you have completed as well as view the results.

When your training history contains completed products that were originally launchable or downloadable, you can still access and use the content. The LMS continues to record test results in training history. If you originally failed the test, but later complete the product successfully, your status will be updated to “successful.” If, however, you passed the test, but later while reviewing the content, fail to complete and pass the test, your original status of “successful” will not change.

2.24 View Training History

Clicking the Transcript link in the Left Navigation Bar displays the Transcript page that shows a list of all catalog items that you have completed. When you complete a course, phase, module, lesson, or product and/or it is delivered by an instructor, it moves from the list on your Registrations page to this list on your Transcript page. You can sort the list by clicking the underlined column heading. Some of the items have underlined terms that allow you to see more detailed information or to take an action.

"Completing" an item means that you have finished it. Indicating that it was completed successfully or unsuccessfully determines if you will receive competencies or other credit associated with the item. Additionally, a score or grade can be entered for completing the item. You can request and complete catalog items more than once, and each attempt will cause an update of the completion of an item. Items are marked complete initially on the Registrations page, and subsequent completion updates are made from the Transcripts page. The results of these updates can be viewed on your Transcript History page. An "unsuccessful" completion can be changed to a "successful" completion for an item, but not the reverse. A history of any changes is recorded on the Transcript History page.

A business rule set by the system administrator determines who can mark an item complete, determine the success of the completion, and enter scores. If you can perform these tasks, icons will appear next to the item listing. Otherwise, a manager or instructor will mark scores and update completion.

2.25 Ad hoc Learning

Learning Approvers and Unit Training Managers can give you credit for learning by recording ad hoc learning events. This means they give you credit for completing a class or product, even though you never requested it or registered for it, because you have demonstrated knowledge of the material. Ad hoc events appear on your Transcript page.

2.26 Transcript Tasks

You can perform the following tasks on the Transcript page.

2.26.1 View Transcript Item Detail

Click an item Title link to see detailed information about that item. The information available will vary with the type of item (classes will have start and end dates; downloadable products will have product numbers).

2.26.2 View Update Information

Click the "Updated By" name link to see personal information about the person who marked the item complete or assigned a score to the item. You can send email to the person from this page.

2.26.3 View Transcript Item History

Click the “History” icon to see a list of the results from each instance when the item was either launched or when its completion status was updated.

2.26.4 View Registration Item Detail

Click an item title to see detailed information about that item. The information available will vary with the type of item (lessons will have start and end dates; downloadable products will have part numbers).

2.26.5 View Lesson Location

Click an item title to see detailed information about that item's location. This only applies to scheduled lesson since other types of items have no location (online products, books, videos, etc.). There may be attachments included, such as a map showing the location.

LEARNING MANAGEMENT SYSTEM

Chapter 3
Course Manager

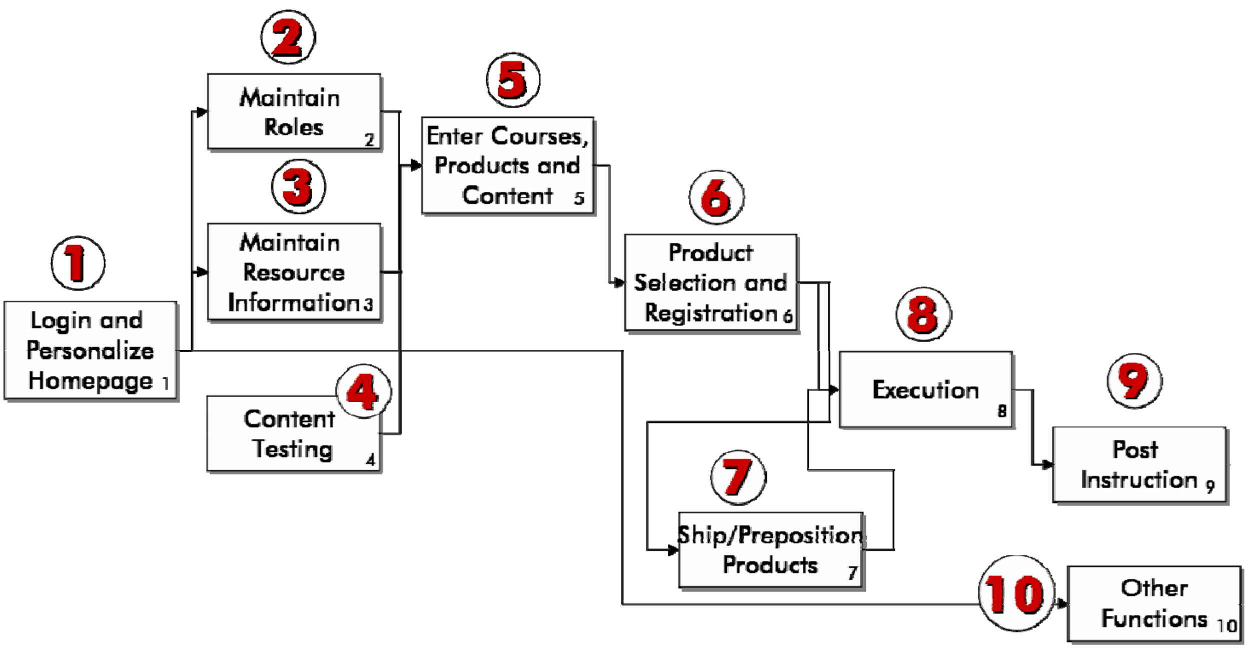
Table of Contents

Course Manager's Functions within the LMS

3.1 Business Processes

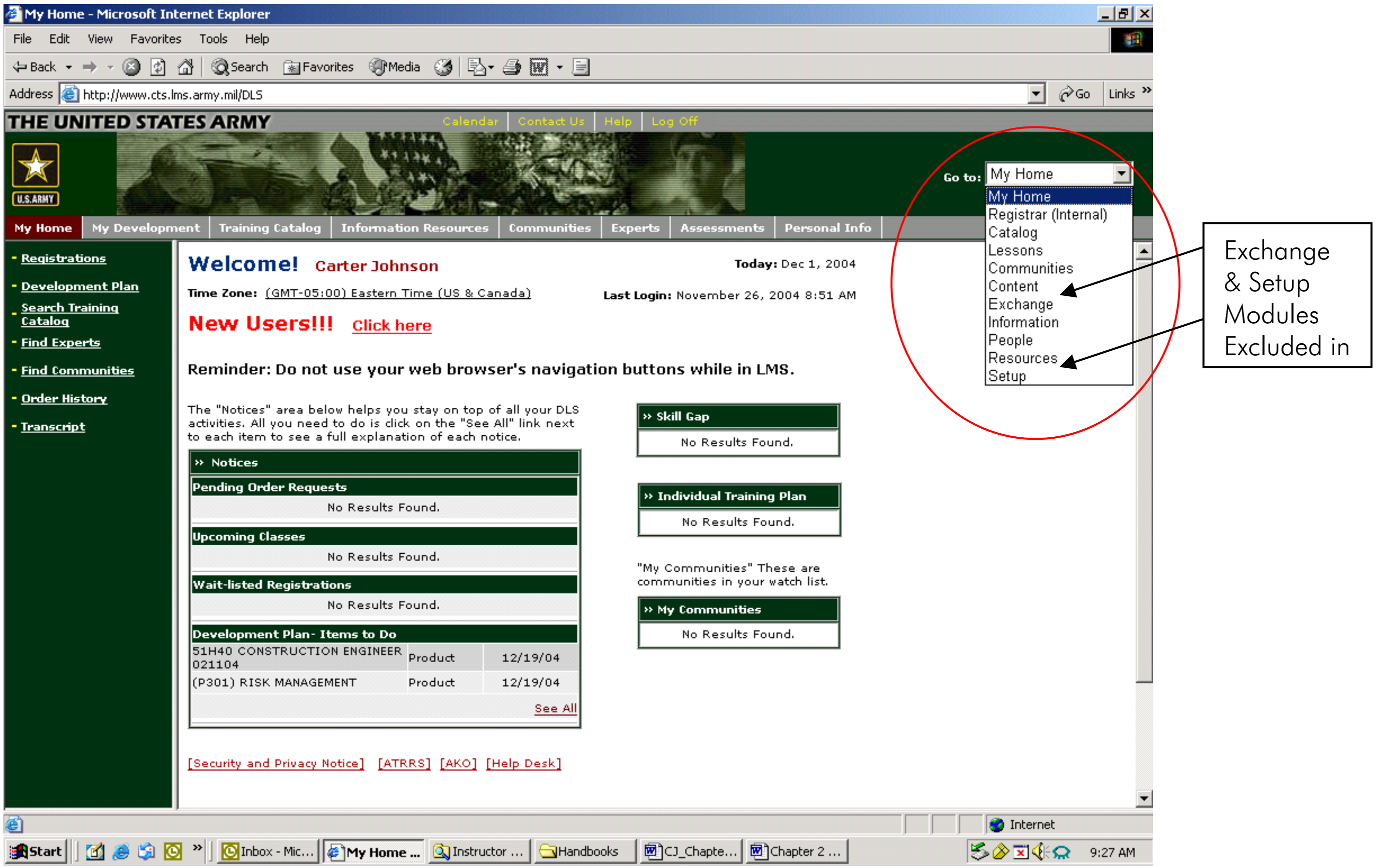
The high-level business processes are presented graphically below. The primary purpose of this handbook is to provide the user with the procedures required to successfully navigate these business processes as their particular role functionality dictates. Detailed information on the interactions and interfaces among and within each of the business processes can be located within the Training Standard Operating Procedures (SOP) Manual. This manual is located in the Reference section of the LMS Help application.

This section will present the steps required for you, the Course Manager, to perform System Login and Personalize the LMS homepage; and Enter Courses, Products and Content requirements.



In this chapter, you will obtain a greater understanding of the LMS and the system functions you will use in the role of a Course Manager. Please refer to Chapter 1, Introduction (Section 1.3) and Chapter 2, Learner (Section 2.2) to review procedures for LMS Login and Personalize Homepage, as well as an understanding of the functionality of the links inherent in the My Home module (accessible within all LMS roles).

Listed below are the unique modules that are accessible in the LMS for the Course Manager role, together with the Tabs (from the Tab Bar) associated with that module, and the links located in the Left Navigation Bar associated with each Tab. Modules are found by clicking within the Go to: dropdown box in the upper right quadrant of the LMS screen depicted below.



Go to:	Tab	Left Navigation Bar
Registrar (Internal) This module allows you to view and manage your unit(s), including registering members of your unit for training.	User	No links, search capability only
	Unit	No links, search capability only
	Training Catalog	No links, search capability only (for “Full Catalog” and “Lesson Only”)
	Ad Hoc Learning	No links in Left Navigation Bar.
	Lesson Requests	No links in Left Navigation Bar.
	Order History	No links, search capability only. “Create Today’s Shipment List for ATRRS or ACCP” button
	Reports	Select from available reports’ links.
Catalog This module allows you to create, edit, and delete catalog items, including products, courses, and other approved instructional units.	Curriculum	Create Search
	Lesson Template	Create Search
	Product	Create Search “Get All Items” or “Get Items for Reorder” buttons
	Course Iteration	Create Search
	Roster Template	Search
	Courses	Create Search
	Library	Search

Go to:	Tab	Left Navigation Bar
	Skills	Search Create Skill Create Group
	Reports	Select from available reports' links.
Lessons This module allows you to create, edit, and schedule instructional units.	Lesson	Search Create
	Session Template	Search Create
	Lesson Requests	Search Search Lesson Requests
	Lesson Batch	Search Create
	Registrations	Search for Lessons
	Reports	Select from available reports' links.

Communities This module allows you to create, view, and manage critiques and communities.	Community	Create Search
	Critique	Create Search
	Questionnaire	Create Search
	Q & A	(This is a popup screen.)
	Reports	Select from available reports' links.
Content This module allows you to create, import and manage electronic content (e.g., SCORM, AICC).	Content	Search Add Content Create Folder
	Content Server	Search
	Reports	Select from available reports' links.
Information This module allows you to add information resources to Learner's homepages. This would primarily be used for adding URL links.	Homepage	No links
	Information Category	Search
	Reports	Select from available reports' links, if any.
People This module allows you to view user's information as well as create and view LMS roles and MOSs.	User	Search
	Internal MOS / Career Field	Search
	Internal Role	Search Create
	Reports	Select from available reports' links, if any.
Resources This tab allows you create, edit, and delete resources.	Facility	Search
	Equipment	Create Search
	User	Search
	Location	Search

Go to:	Tab	Left Navigation Bar
Management of the resources is performed using the Calendar link; Scheduling occurs in the Catalog module.	Building	Create Search
	Batch Resources	Search for Lessons Assigned Resources Also checkbox
	Service Provider	Create Search
	Reports	Select from available reports' links, if any.

3.2 Maintain Roles

The philosophy of "role" appointments and privileges are presented in detail in Process 2 of the Training SOP. The Course Manager, having secondary role appointment authority may designate other "role players" LMS permissions to ensure the efficient presentation of the assigned course over time. Designation is less formal than appointment, but still requires an email message sent through the Army Training Help Desk (ATHD) to the System Administrator. Since Roles are appointed or assigned to individuals through a formal, written process, this satisfies the requirement for authorized user restrictions.

Course Managers (CoM) may designate:

- Instructors (I). These individuals are military or civilian personnel whose primary duties are to present education or training lessons to Learners. The instruction may be provided to groups of Learners in a resident classroom setting; in a remote setting in which the Instructor and Learners are physically separated in space, but not in time, and instruction is provided electronically via video teletraining; or it may be provided in a self-paced education/training program in which the Instructor and Learners are separated in both space and time and the instruction is provided via the Web, CD-ROM, or by paper-based textual materials. In the latter case, the Instructor's role may be limited to responding to requests for help, grading examinations, and providing other information and assistance as required.

- Assistant Instructors (AI). These individuals provide support and assistance to primary Instructors engaged in preparing for or presenting instructional materials to Learners.

- Class Managers (CM). These individuals are responsible for managing the iterations of a course.

- Counselors (C). Counselors provide advice and guidance to Learners or subordinates to aid them in improving their current or future performance. Leaders and Instructors counsel individuals to inform them of how well they are performing, discuss deficiencies and recommend courses of action for improvement, praise or reward good performance, develop teamwork, assist them to reach required standards, help them set personal and professional goals, and help them resolve personal problems.

- Other CoMs. These are individuals assigned by the course proponent to ensure the efficient presentation of their assigned Courses over time.

- Facilitators (Fac). These individuals serve to ease the task of groups of remote learners in reaching predefined learning objectives. The Facilitator helps keep the group's actions and discussions focused on the task at hand.

- Schedulers (Sched). This is an individual responsible for scheduling classroom facilities for each type of class. The Scheduler will, for example, identify the course, class, classroom, and activity, start and end time.

- Subject Matter Experts (SME). The SMEs are task-content experts who have knowledge of and can perform the tasks and supporting skills of a specific job or duty position. The SMEs provide the technical expertise for the job/duty position. Army SMEs may be soldiers or civilians in units, Instructors, task performers, or supervisors. They may be qualified at the apprentice, journeyman, or master levels. SMEs are responsible for their respective Communities of Practice (CoP) on the LMS.

It may of interest to note other secondary role appointment authorities in the LMS:

- Class Managers are authorized to designate all the same Roles as the Course Manager, with the exception of the Course Manager Role. This includes other Class Managers.

- Learning Approvers in units may designate Unit Training Managers (UTM) in their own or in subordinate units. For example a battalion commander, once appointed an LA for the battalion, may designate a training NCO in the S-3 or in Company B as UTMs for the battalion.

- Unit Training Managers may designate other UTMs in their own or in subordinate units. For example, company a first sergeant once designated a UTM and may further designate the platoon sergeant for 2nd Platoon a UTM.

3.3 Resource and Event Scheduling

The Resource and Event Scheduling functions allow for the short range scheduling (less than one year) of Instructors, classrooms, equipment and materials; production and distribution of schedules; and changing of schedules. These are primarily Class Manager functions that may also be performed by the Course Manager. They are described in detail in Section 4.5 and include the following:

View Lesson Details (including Schedule)
Assign Resources to a Lesson
Designate Qualified Instructors
Assign Faculty Members to Lessons
Manage Roster Waitlists
View Resource Calendars

3.3.1 Resource Calendars

Every resource has a calendar so you know the times the resource will be needed and the locations where it will be deployed. You can view the calendar by month, by workweek (Monday through Friday) or by day. Additionally, if you want to view the schedule for a resource in another time zone, you can change your system time zone to another. Each facility, location, and equipment item (i.e. resource whose time can be scheduled/reserved) has a calendar that can be used to schedule the times it will be needed and locations where it will be deployed. Within the resource calendars, you can also schedule events. You would want to schedule an event if the resource was going to be unavailable for use or some other necessary allocation of the resource where it would be unavailable for regular scheduling. These are represented as events. Adding an event to a resource is a Resource Manager function. Procedures for accessing facility and equipment calendars are located in Section 7.4.7.

3.4 Training Execution

The Training Execution functions provide for the crediting of Learners; monitoring of Learner progress; and posting grades. The instructors of the course primarily perform these functions. However, since the Course Manager delegates these “permissions” to instructors, they also have access to these functions. These functions allow the Instructors to perform numerous activities in support of Training Execution. While these are primarily Instructor functions and will be discussed in greater detail in Chapter 5, the LMS provides CoMs with the ability to perform them if necessary. These functions include:

View Roster
Assign Learners to Groups, Sub-Groups and Sections
Enter Notes
Record Attendance
Create Ad Hoc Learning Events
Enter and Update Grades
Mark Lessons Delivered
Credit Unregistered Learners

3.5 Course Construction and Management

The Course Managers’ principal functions include the definition and establishment in the LMS of Course structures. This includes defining the sub-divisions of the Course, availability dates and other administrative data, and Resource requirements. For most formal Army courses, responsibility for administrative data is allocated to the Army Training Requirements and Resources System (ATRRS) and is received into the system through the ATRRS interface. Other courses may be created “from scratch” within the LMS functionality. Some of the applicable functions available to the Course Manager for the construction and management of Courses are:

- Create and Edit Courses, Phases, Modules, and Lessons
- View Courses, Products
- Insert New Versions

3.5.1 Create and Edit Courses

There are two ways for courses and products to get in the LMS: through another Army system or manual creation. Some of the courses and product entries available through the LMS will be created by ATRRS and migrated into the LMS through the interface. Within the LMS, you will then create the course structure, and identify resource requirements, so registration can begin against iterations created from those Courses. The LMS also allows you to update existing versions or create new courses, phases, modules, and/or product entry when needed. The scheduling of events, lessons, and resources are Class Manager functions discussed in Section 4.5.

To create a course, you must first create the lesson templates and products before defining phases and modules and completing the Course structure. After you have created these items, you will have the ability to edit them. Editing includes modifying the general information about the training item (e.g., name, location, duration) as well as adding attachments, prerequisites, notes, etc. Links to the specific editable fields and additional edit functions (e.g., adding attachments) can be found right on the Details screen of the item being edited.

LMS Courses are hierarchical; they contain three levels of sub-division, in accordance with TR 350-70. The levels of Course structure are (in descending order): Course, Phase, Module, and Lesson. The Lesson is the principal building block for Course creation. A major task for the Course Manager is the creation and management of Lesson *templates*, or models from which Lessons are derived.

Two separate processes create Lesson templates and Lessons. Templates contain all the general details about the learning item; Lessons are scheduled instances of the template. Templates must always be created before Lessons can be scheduled; however, once the template has been created, there is no limit to the number of Lessons that can be scheduled using the Lesson template.

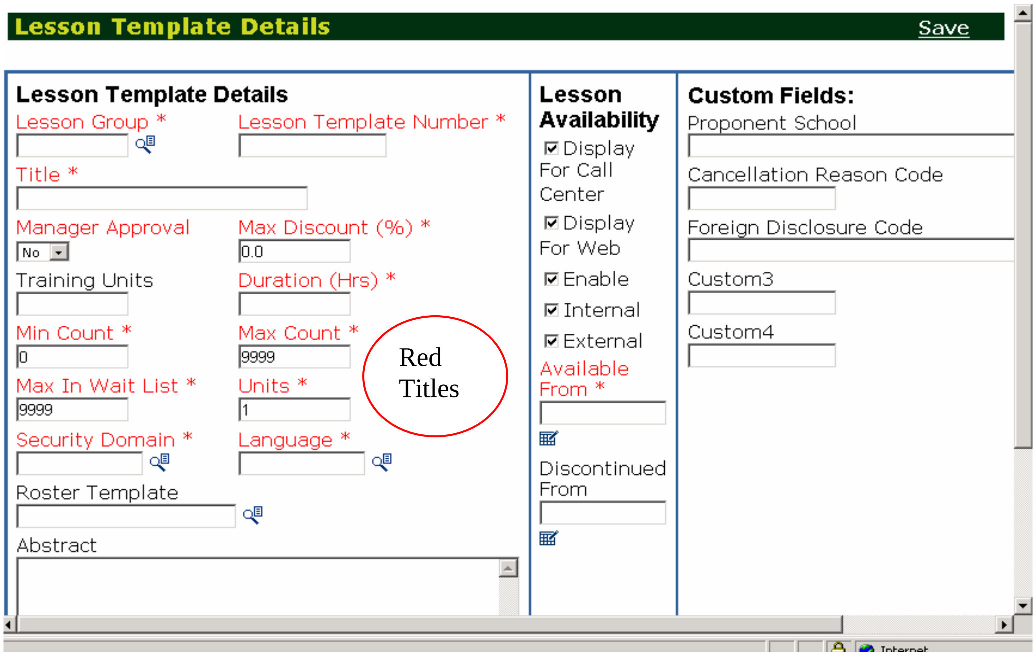
3.5.2 Create and Edit Lesson Templates

Note: Course Managers of ATRRS Courses should locate the Course Administrative Data (CAD) in the LMS catalog before building templates. If you don't, you will have to leave the completed templates in storage until the Course is established in the Catalog.

To create a Lesson Template in the LMS:

1. Select Catalog in the Go to: dropdown list.

2. Click Lesson Template on the menu and click the Create link in the Left Navigation Bar to display the Lesson Template Details form to define a new Lesson Template.



3. Enter **required** information (red titles) for creating the lesson template:

Required Information	Description
Lesson Group	Use the Finder icon to select a product group for the lesson template. The product group specifies how the lesson template is grouped in the Training Catalog.
Lesson Template Number	Enter a part number for the lesson template. You must enter an alphanumeric string that uniquely identifies the lesson template. The part number can be used to search for and order the lesson template. Based on how your system administrator has configured the system, the prefix for the selected product group may be automatically added to the beginning of the part number. Note: If the prefix appears, do **not** delete or change the prefix. The system requires product group prefixes to be included in all part numbers.
Title	Enter the title for the lesson template. Lesson template title can be specified as criteria when searching the Training Catalog. In addition, the title of a lesson template is displayed for all lessons scheduled for the lesson template.
Max Discount (%)	This field is now on LMS screen, but not documented in SABA help.
Duration (Hrs)	Enter the length of the lesson template in hours.
Min Count	Enter the minimum number of students required to deliver lessons for the lesson template. This value can always be overridden when scheduling lessons.

Required Information	Description
Max Count	Enter the maximum number of students that can register for the lessons for the lesson template. This value can always be overridden when scheduling lessons.
Max in Waiting List	Enter the maximum number of students that can be on the waiting list for the lessons for the lesson template. This value can always be overridden when scheduling lessons.
Units	If you are tracking your lesson templates by units, enter the number of units to which this lesson template is equal. The default is one.
Language	Use the Finder to select the lesson template language. This language is used as the default for lessons created for the lesson templates. **Note:** Lesson templates can have more than one language. After the lesson template is saved, a link, **Language**, is displayed in the Left Navigation Bar. Using this link, you can enter additional languages in which the lesson template is offered.
Display for Call Center	Select this check box to display the lesson template in the Training Catalog for Call Center registrars (LMS Client).
Display for Web	Select this check box to display the lesson template in the Training Catalog for learners, managers, and group administrators, as well as web registrars.
Enable	Select this check box to enable the lesson template.
Internal	Select this check box to designate the lesson template as orderable for employees.
External	Select this check box to designate the lesson template as orderable for clients (external users).
Available From	From the pick list, select the first date the lesson template will be available.

7 Enter any known **optional** information for the lesson template:

Optional Information	Description
Security Domain	Select a security domain for the product group from the pick list. If no domain is specified, the system automatically assigns the `world' domain. **Note:** Only those users who have security privileges within the Security Domain you select will be able to perform their respective operations within this lesson template and subsequent lessons.

Optional Information	Description
Roster Template	Select a roster template for the lesson template from the pick list. The roster template you select is used to automatically create a list of reserved seats in the lessons created for this lesson template. When you create a lesson for a lesson template, you cannot override the roster template, if one exists, for the lesson template. To remove or edit the roster seating created by the roster template, you must manually delete/update the individual reserved seating entries for the lesson once the lesson is created.
Abstract	Enter an abstract, up to 1024 characters long, for the lesson template.
Manager Approval	Indicates whether Manager's approval is required to take this lesson.
Training Units	
Discontinued From	Date beginning when course can no longer be taken.

If any additional fields have been defined by the System Administrator, the fields are displayed in the Custom Fields area.

The three custom fields are: Proponent School, Cancellation Reason Code, and Foreign Disclosure Code. Currently, the Custom3 and Custom4 fields are not used.

Enter information in the fields as required/desired.

8. Click Save to save your information and create the lesson template.

3.5.3 Assigning Resource Requirements to Lesson Templates

Managing courses includes assigning resource requirements. In the LMS, resources are defined as the following:

Employee – Generally an instructor, either military, civilian, or contractor
Equipment – Items that are not consumed during a lesson, such as an overhead projector, an engine stand, etc.
Inventory – Items that are consumed during a lesson, such as pencils and notebooks, ammunition, etc.
Facility – Location where the lesson will take place.

Resources are assigned to courses by creating templates (see "Enter Courses, Products, and Content section for template creation procedures). All learning items created by using the template inherit the resources defined in the template. While the resources are inherited, they can be modified. You must add resources at the course level or lesson level. The lesson session template usually contains a built-in suite of generic resources. For example, the template may require an Instructor and a classroom. However, the template will not choose the specific Instructor or reserve a facility. You must add these details.

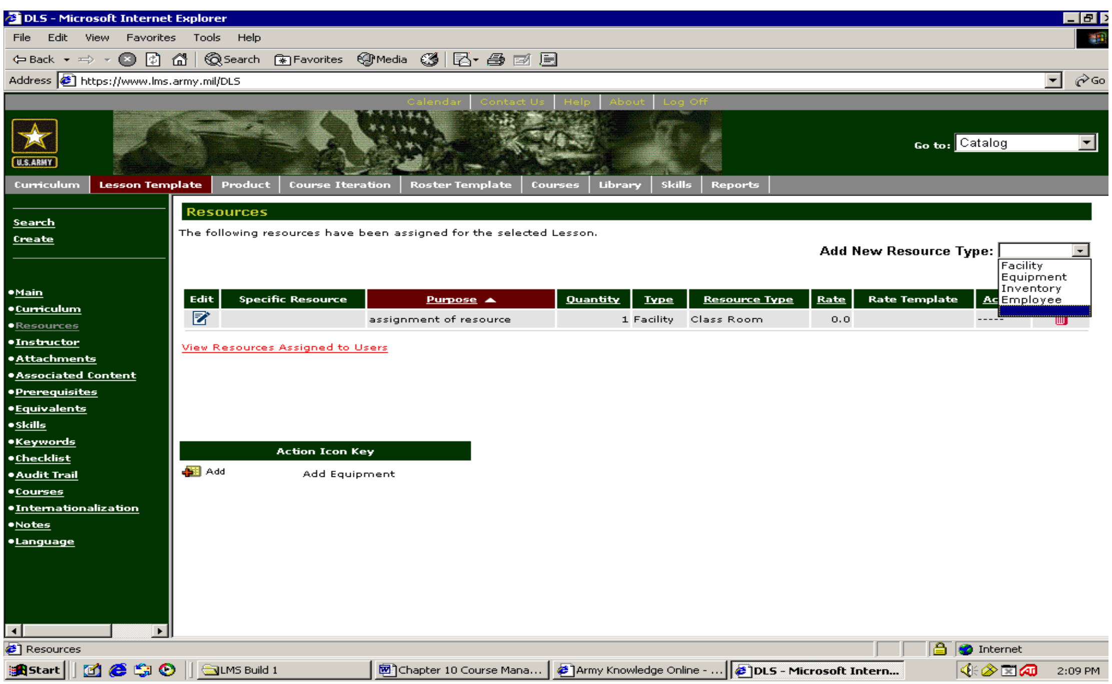
If the resource is available, the LMS schedules that resource to the course or lesson for the times and dates specified. If any of the resources scheduled need to be shipped, then the LMS enters the necessary information for product distribution. Once the resource has been scheduled, the LMS decreases the quantity of inventory and equipment and the availability of Instructors and classrooms. Once you have assigned a resource to a lesson, no other lesson can use it.

If the resource is not available, then the LMS informs you there is a problem. The cause could be one of several possibilities:

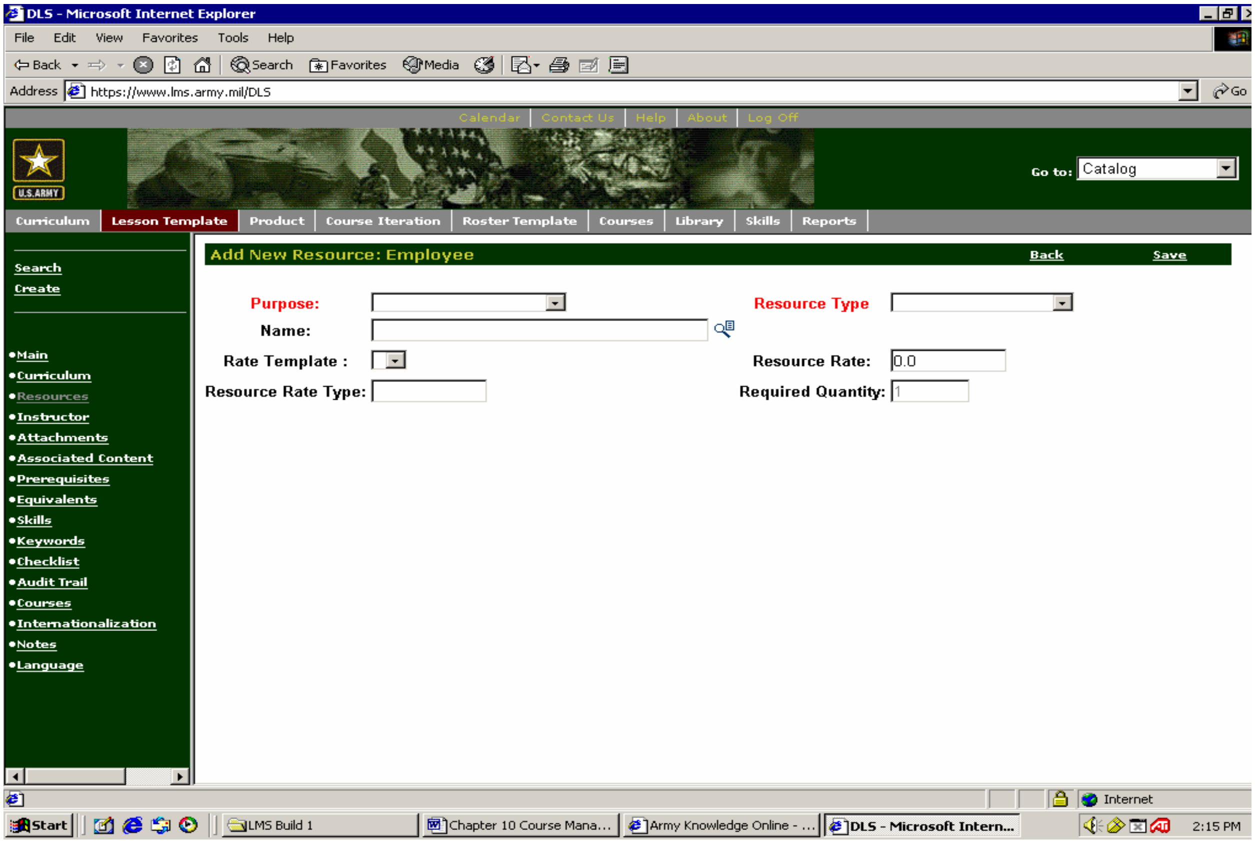
The resource quantity is exhausted.
The resource has already been allocated to another course.
The resources for this lesson exceed the quantity reserved for the course.

Resources assigned to a lesson template will be inherited by lessons created from that template. To assign a resource requirement for a lesson template in the LMS:

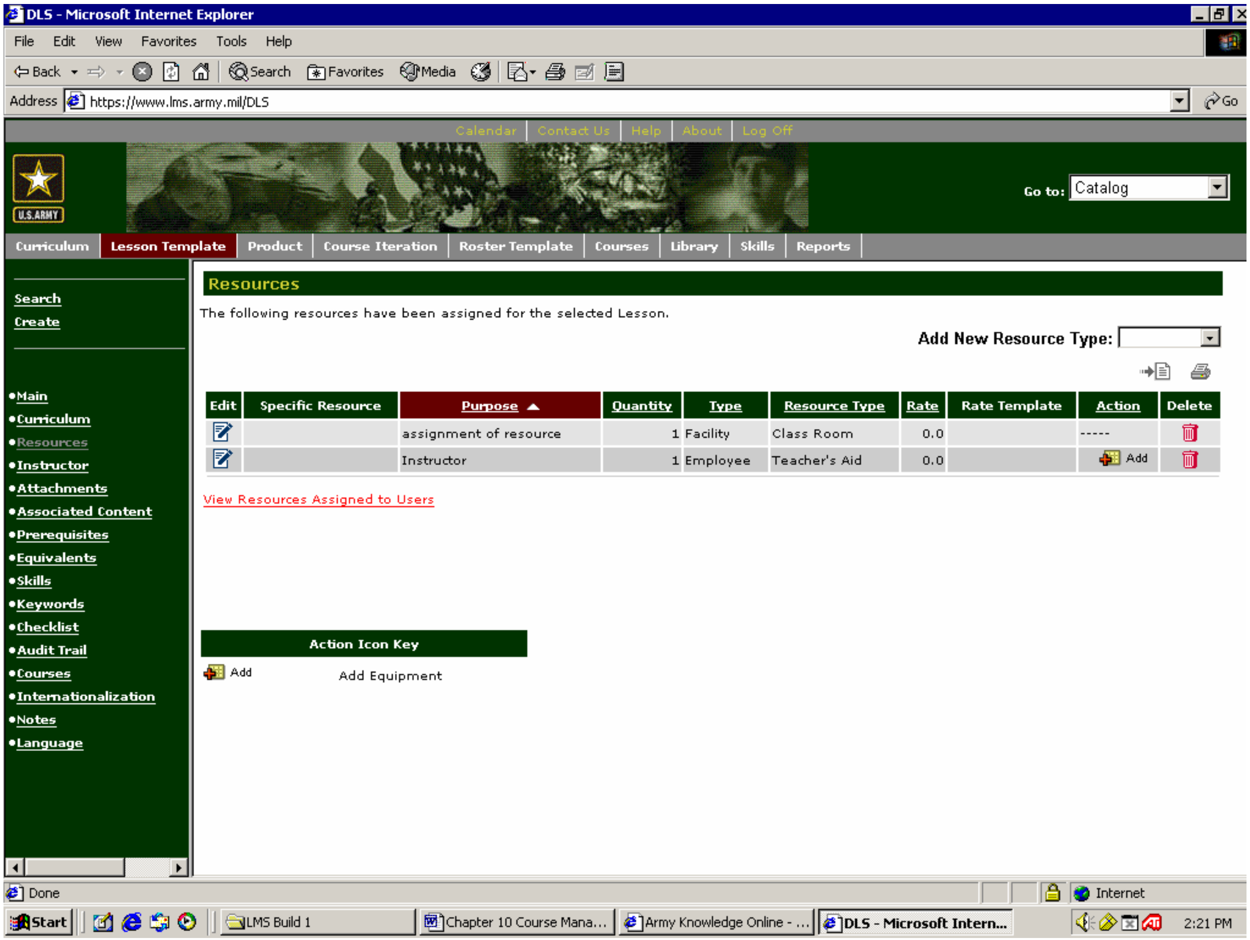
Select Catalog in the Go to: dropdown list
LMS defaults to the Lesson Template tab.
Enter Search Criteria and Click "GO" to find the applicable lesson template.
Click the Edit Icon for the applicable Lesson Template which displays the Lesson Template Details page.
Click Resources link in the Left Navigation Bar to display the Resources page.
Select a resource type from the Add New Resource Type dropdown list.



Input the purpose and choose a Resource Subtype.



Click Save to assign the resource.



This resource will be inherited by all of the lesson iterations scheduled based on this template. You also have the option of selecting the picker tool next to the Name box to find the resource you desire. Enter the search information and select GO to return a list of possible resources. Note: if you are searching for “employees,” you can select the check box for “Qualify for Lesson” to return only those Instructors, SMEs, etc who are qualified to association with the lesson.

7. Click “+” next to the resource you want; this will automatically populate additional fields in the Resources page. To delete the resource simply click the trash can icon in the same row as the resource.

3.5.4 Edit Lesson Template

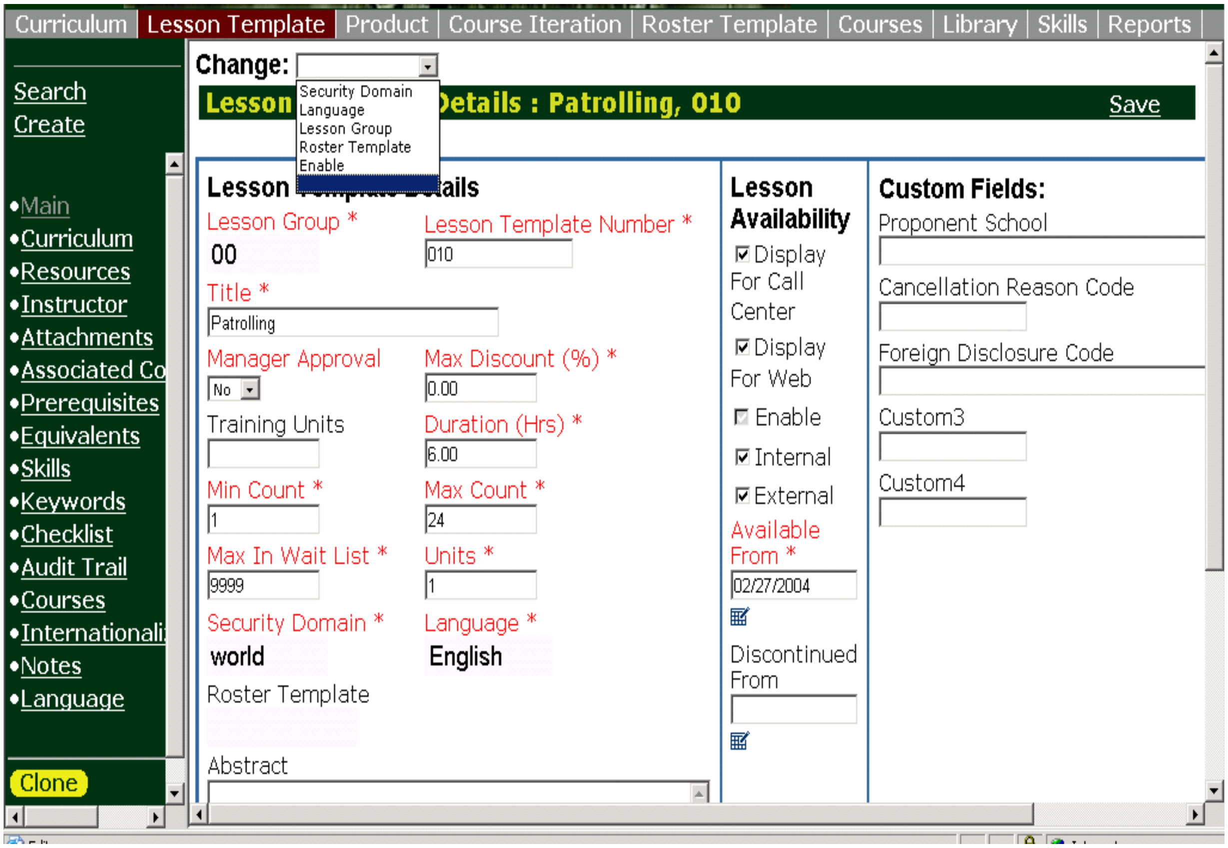
After you have created the lesson template, you may edit the specified attributed or add additional information. To edit:

1. Select **Catalog** in the **Go to:** dropdown list.

2. Click the **Lesson Template** tab and click the **Search** link in the Left Navigation Bar.

3. Enter the search criteria and press **GO**.

4. Find the desired lesson template and click the **Edit** icon. This displays a **Lesson Template Details** page, as shown below.



5. You can edit the information on the Lesson Template Details page using the Change dropdown box.

6. You can edit additional information (e.g., attachments, prerequisites) using the Left Navigation Bar links. See the links below for more information about that.

In addition to the fields presented for data entry or edit on the Lesson Template Details screen, the LMS provides links which activate other screens designed for supplying or reviewing additional information about the Lesson. These links are found listed vertically on the left-hand side of the screen. The links are:

- Curriculum. Not used.

- Resources. This link will prompt a screen listing the Resources called for in the Lesson template. Additional Resources can be added by selecting from the “Add New Resource Type” pull-down menu, where the “types” presented are Resource Categories. Subsequent screens will require selection of “sub-types” (Type within Category) and search lists for specific Resources required by the Lesson template. CoMs can add only a Resource Category or Type and later edit the Lesson template to assign specific Resources. See “Resource and Event Scheduling” for a full discussion of Resources.

- Instructor. This link will provide the CoM the opportunity to stipulate a specific Instructor (or many Instructors) that will be qualified to present Lesson iterations derived from the template. In addition, for each individual designated as an Instructor for the Lesson template, CoMs can enter a number that indicates their "priority level" (order of preference) for presenting the Lesson. CoMs can also include Instructors for lessons not requiring qualified Instructors. These may be selected from the general Instructor pool for that Location and Domain.

- Attachments. This link provides the CoM the opportunity to attach supplementary material(s) to the Lesson. It can be a file or files uploaded from a directory specified by the user, one or more URLs to Web-based material(s), or both.

- Associated Content. The CoM can view any content associated with the Lesson as a result of "Entering Content". In that Process, CoMs can associate certain types of content for importing, storing, managing, and online delivery/presentation. This type of content includes standards-based content, such as AICC and SCORM, as well as some proprietary content from leading content vendors. Other types of content that can be delivered by the LMS include any file that uses a standard MIME type, any URL, and packages of files such as an HTML site.

- Prerequisites. Prerequisites ensure that Learners have completed designated blocks of instruction prior to being permitted to register and take others. The establishment and management of prerequisites in the LMS fulfill two important functional requirements for Army training.

- First, CoMs can specify certain Catalog items as prerequisites for others. This ensures that Learners have taken the specified prerequisite Product(s), as determined from their Training Record, in order to register for the training desired. The process involves locating and establishing an association with the appropriate Course or Product from the Catalog.

- The second use for prerequisites is to establish a sequence in which instructional units must be taken. This not only enforces that the units be taken in a predetermined order, but also ensures that they will appear in the proper sequence to the Learner. For example, using prerequisites, a CoM can ensure that four Lessons in a Module will appear in the proper sequence upon registration and that they will be taken in that sequence.

- Equivalents. The CoM would use this link to select Products from the Catalog that would provide the Learner with the same "credit" as the Lesson, if taken. These could, in effect, be used as substitute Lessons in a training plan or academic/training history.

- Skills. These are sometimes called "Tasks" in Army training environments or "competencies" in academic circles. They are the actions or series of actions performed by soldiers to accomplish a mission or the ability to perform a job related activity, which contributes to the effective performance of the job. Using the Skills link, The CoM can view what Skills are associated with the Lesson template, which indicates what specific Skills the Lesson is designed to train.

- The CoM can add Skills, using a drop-down menu of available Skill Groups, (organized along career field lines) and a pick list (Examine icon) of specific, numbered Skills resident in the system. The CoM can also stipulate the degree of proficiency the Lesson is designed to produce for each selected Skill.

- Keywords. This function allows the CoM to select from a pre-determined list of words that searchers can use to locate this Lesson. The word should have an intuitive connection to the training contained in the Lesson, e.g. “maps” for a Land Navigation Lesson.

- Checklist. The CoM can use this field to establish coordination events outside the Lesson, with the dates for these events set relative to the beginning of the Lesson (or some other defined milestone). The CoM can select the nature of the event (e.g. conference call or meeting), the number of days from the milestone, and can add a short text message in a “Notes” section field.

- Audit Trail. The audit trail lists the modifications made to the LMS item. It lists the user who changed it, the attributes changed, along with the date and time of the change.

- Courses. This is an informational field that will let the CoM know what Course(s) use this Lesson as part of their curricula, (established in “Creating the Course Structure”).

- Internationalization. Not used. Since the system already contains a Language field (Lesson level) and Foreign Disclosure fields (Course and Lesson levels), this field is redundant.

- Notes. This field offers the CoM to make text remarks of any nature about the Lesson. Content is added by clicking on “Add New” on the black, horizontal Notes bar.

- Language. CoMs use this link to add any additional languages in which this Lesson is presented. During the initial template creation process, the CoM specified the default language for the Lesson. Users cannot delete the default language for the Lesson template from this screen. To delete the language that is specified as the default, the CoM must first specify another language as the default for the Lesson template.

3.5.5 Build Course Structure

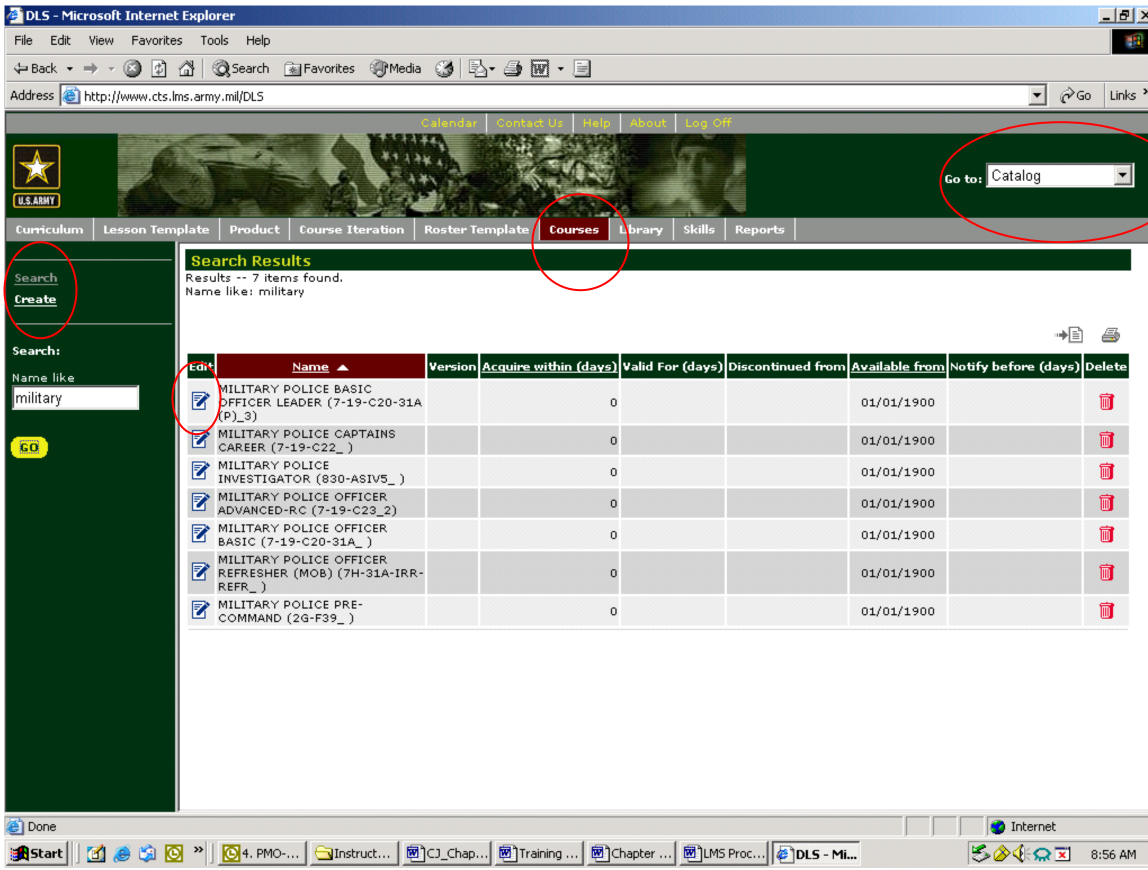
The LMS should now have the elements needed to build the Course structure in the LMS, at the direction of the CoM. Using a bottom-up approach, the CoM creates chains of Lessons by linking them into ordered chains that will form blocks of instruction of increasing size.

The CoM uses different procedures for Course construction, depending on the origin of the Course. To create a Course structure the CoM must accomplish two major functions: Entering administrative data and then Adding Phases, Modules and Lesson templates. Note: A Course structure cannot be saved until at least one Lesson template has been added to the structure.

Adding Administrative Data:

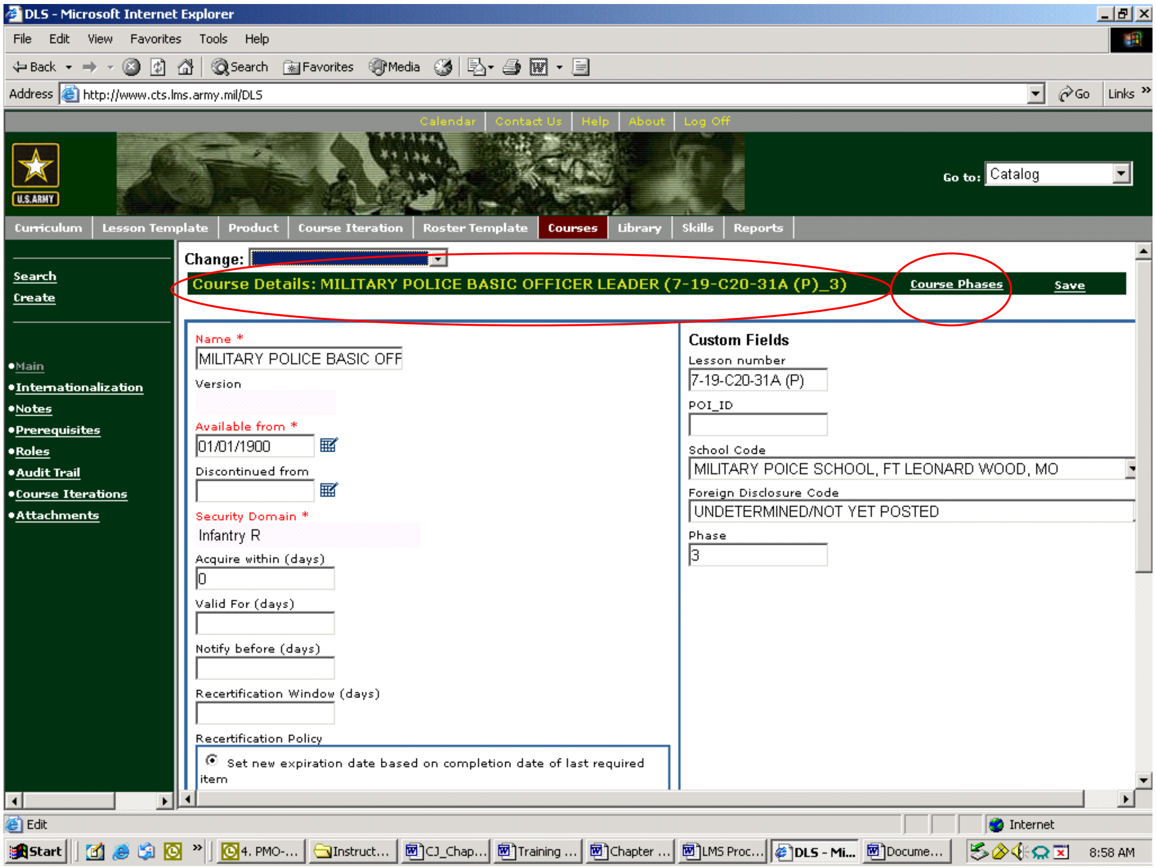
For a Course, which has been imported into the LMS via the ATRRS interface, the CoM searches and locates the Course in the Catalog, bringing up the Course Details screen. To access the Course Details screen:

1. Click on **Go to:** pull down menu and select “Catalog”.
2. Click on Courses in horizontal tab bar.
3. Click on Search in left navigation bar to find and edit an existing course.



For non-ATRRS managed Courses, the CoM must click on “Create” from the Course Details screen to supply basic Course administrative information, using the screen fields for data entry.

Basic Course administrative data, supplied from ATRRS messages, will appear on the Course Details screen and can be quickly reviewed for accuracy.



Available fields in the Course Detail screen are:

- Name (mandatory field). ATRRS provides this entry for ATRRS-managed Courses. CoMs should provide a commonly known, textual course name. This field is "searchable" for users; so intuitive naming will work best.

- Version. This field is particularly important if the course is in electronic format, either in physical media or Web-based. For curricula where content is evolving or changing routinely, the version designator is the one sure way of knowing what content the Course contains and which version is or was the "official" version for any time period.

- Available from (mandatory field). This field determines the date the Course will be published in the Catalog and made available for scheduling.

- Discontinued from. This field determines the date upon which the Course will no longer be visible in the Catalog or available for scheduling.

- Security Domain. See the discussion under Maintain Resource Data for the use of this field. In general, the domain a Course is placed under will control who is eligible to register for and take the Course.

- Acquire within (days). This optional field is used when the Proponent wants to establish a time limit for completing the Course.

- Valid for (days). The use of this field will establish the effective lifespan for this training before refresher training in this subject is required.

- Notify Before (days). A numeric value in this field will cause the LMS to provide a notification on the Learner's Home Page of a Course's impending expiration. It should be used in conjunction with "Valid for" to provide the notification to the Learner, for example, thirty (30) days prior to expiration.

- Re-certification Window (days). Use of this field will cause a notification of certification expiration to be sent by the LMS to the Learner automatically the specified number of days prior to expiration.

- Re-certification Policy. The use of these serial buttons or check box set the expiration date for the certification. If no entry has been made in the Re-certification Window, the default value for this field is "indefinite."

- Abstract. This is an unformatted text field used for the Course description. The text entry in this field will be displayed in the Course Catalog.

- Course Number. ATRRS provides this entry for ATRRS-managed Courses. The TPIO naming convention for Course names is:

  - ATRRS School Code,
  - Proponent Name,
  - Course Title,
  - Course Type,
  - Course Number,
  - (Fiscal Year).

  This is a searchable field for Learners trying to locate Course entries in the Catalog.

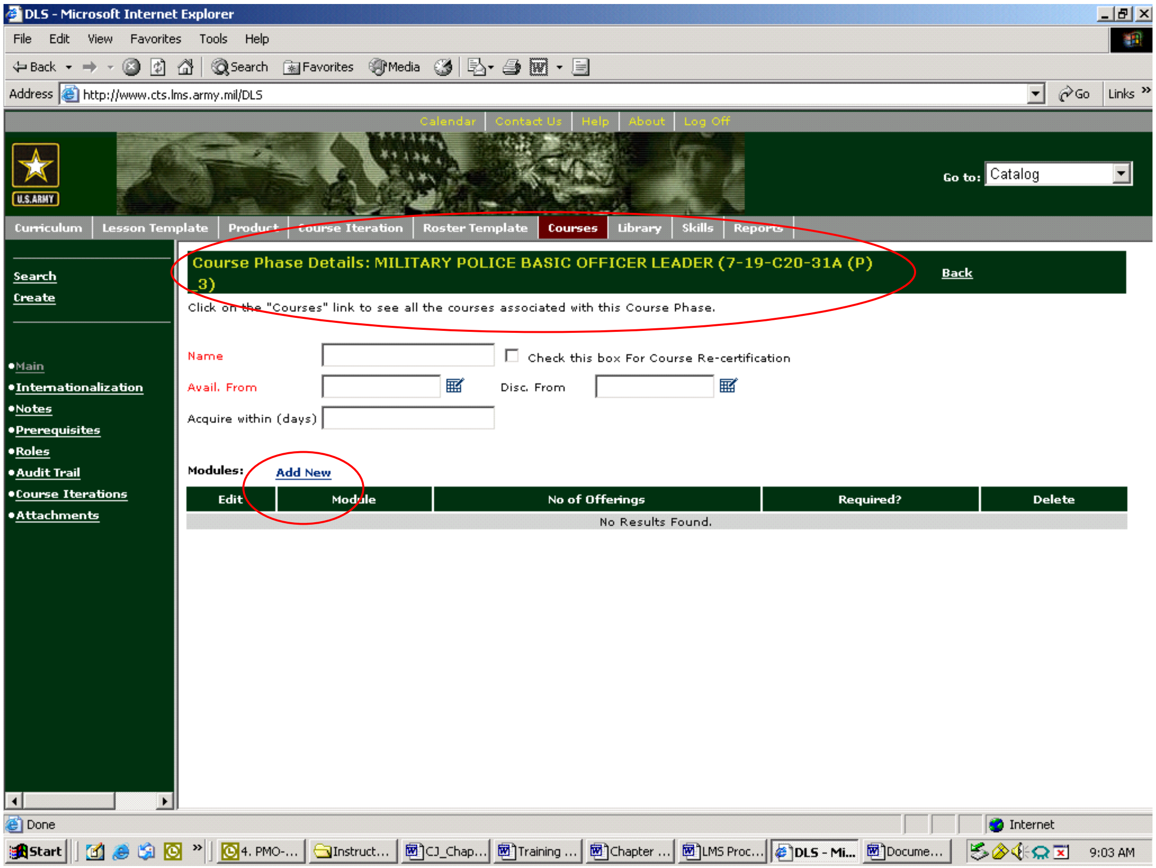
- POI ID. This optional field calls for the entry of any unique identification (ID) designator for the Program of Instruction (POI) corresponding to this Course.

- School Code. ATRRS provides this entry for ATRRS-managed Courses. Note that the information required is not really "school" (place where training occurs), but "proponent" (source of [this] training content).

- Foreign Disclosure Code. This field is used to control access to the Course and its contents, e.g. restricting it to NATO service members only.

- Phase. This field is used when training products contain identical Course names, but are distinguished by the Phase the training content covers.

The CoM can now continue to build the Course's structure by adding Phases, Modules, and Lessons. The "Add New" links on the Course Phase and Course Module Details screens are used for this. The Phase Details screen will allow the CoM to add the necessary Modules to complete each Phase.



The CoM accesses this screen by clicking on "Course Phases" on the Course Details horizontal title bar. The system makes the following fields available for optional completion:

- Name. This field names the Phase within the established Course title. It can be as simple as a Roman numeral (II) or descriptive of the Phase's principle activity, "DL" or "Range."

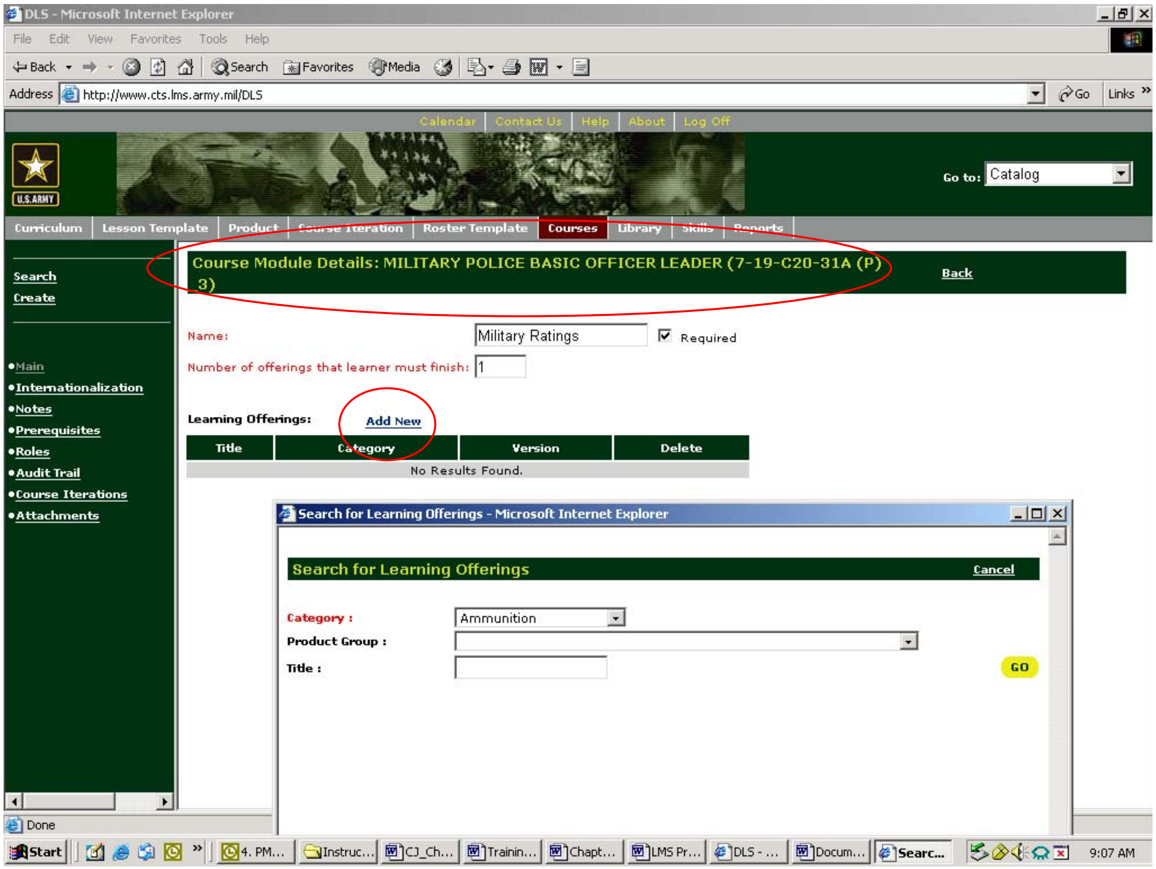
- Available from. In most instances, this should be the same date as entered in this field on the Course Details screen.

- Acquire within (days). Since this field pertains only to the Phase and not the entire Course, it is likely that CoMs will want this to reflect a shorter time period. See explanation under Course Details Screen available fields above.

- Re-certification (checkbox). See explanations under Course Details Screen available fields above. CoMs should check this box if a perishable certification results from the training contained within this Phase.

- Disc[ontinued] from. In most instances, this should be the same date as entered in this field on the Course Details Screen available fields above.

The Course Module Details screen will prompt the CoM for the appropriate Lessons ("Learning Offerings") necessary to construct each Module.



This screen is accessed by clicking on "Modules: Add New" in the center of the Course Phase Details screen. The system makes the following fields available for optional completion:

- Name. This field names the module within the Phase or Course. It can be numerical, alphabetical, or contain a descriptive title, e.g. "Microwave Radios" or Vertical Construction."

- Number of offerings that Learner must finish. This field sets the standard for the number of successful completion of Learning Offerings (LO) within the Module in order to get "credit" for taking it. Set this number equal to the number of LOs contained in this Module, if successful completion of all LOs is required.

- Learning Offerings (LO) List. The "Add New" link presents the CoM with a screen with a mandatory select criterion, Category, and two optional criteria, Product Group and Title, which are helpful in searching for Learning Offerings to add to the Module. CoMs use these criteria to locate LOs, which have previously been entered into the system as content or Products.

- To the LMS, a Learning Offering is really just another name for a training Product. Like a Product, it may take many forms and can be listed in the Catalog. The Category drop-down list reveals such diverse entries as Book, Lesson Template, and Training Aid.

- An LO is also similar to a Lesson in that it becomes the smallest component required when building a Course's structure. However, an LO can be used in place of a Lesson template, when building the Course structure. This is particularly useful when working with Web-based content, since a separate set of administrative data for the content and the Lesson template that would have contained it is not required.

- Required (checkbox). CoMs will check this box to indicate that this Module is required for successful completion of the Phase or Course containing it. For example, if this Module is one of five offered as part of the Course, and the Learner must only select and complete any two of the five Modules for Course credit, the CoM would not check this box.

In addition to the fields presented for data entry or edit on each of the Course/Phase/Module Details screens, the LMS provides links which activate other screens designed for supplying or reviewing additional information about that particular training block. These links are found listed vertically on the left navigation bar of each Course, Course Phase and Course Module Details screens. The links are:

- Internationalization. Not used. Since the system already contains a Language field (Lesson level) and Foreign Disclosure fields (Course and Lesson levels), this field is redundant.

- Notes. This field offers the CoM the opportunity to make text remarks of any nature about the Product. Content is added by clicking on "Add New" on the black, horizontal Notes bar.

- Prerequisites. Users can specify other catalog items as prerequisites for the Course, Phase, or Module being added or edited on the details screen. The use of prerequisites ensures that Learners have taken the specified prerequisite Course(s), as determined from their Training Record, in order to register for this Product. The process involves locating and establishing an association with the appropriate Course or Product from the Catalog.

- Roles. Not used. This field refers to "internal" and "external" roles that can optionally be assigned to a Course/Phase/Module— not Roles (Role Players) as is defined in the LMS.

- Audit Trail. The audit trail lists the modifications made to the Product. It lists the user who changed it, the attributes changed, along with the date and time of the change.

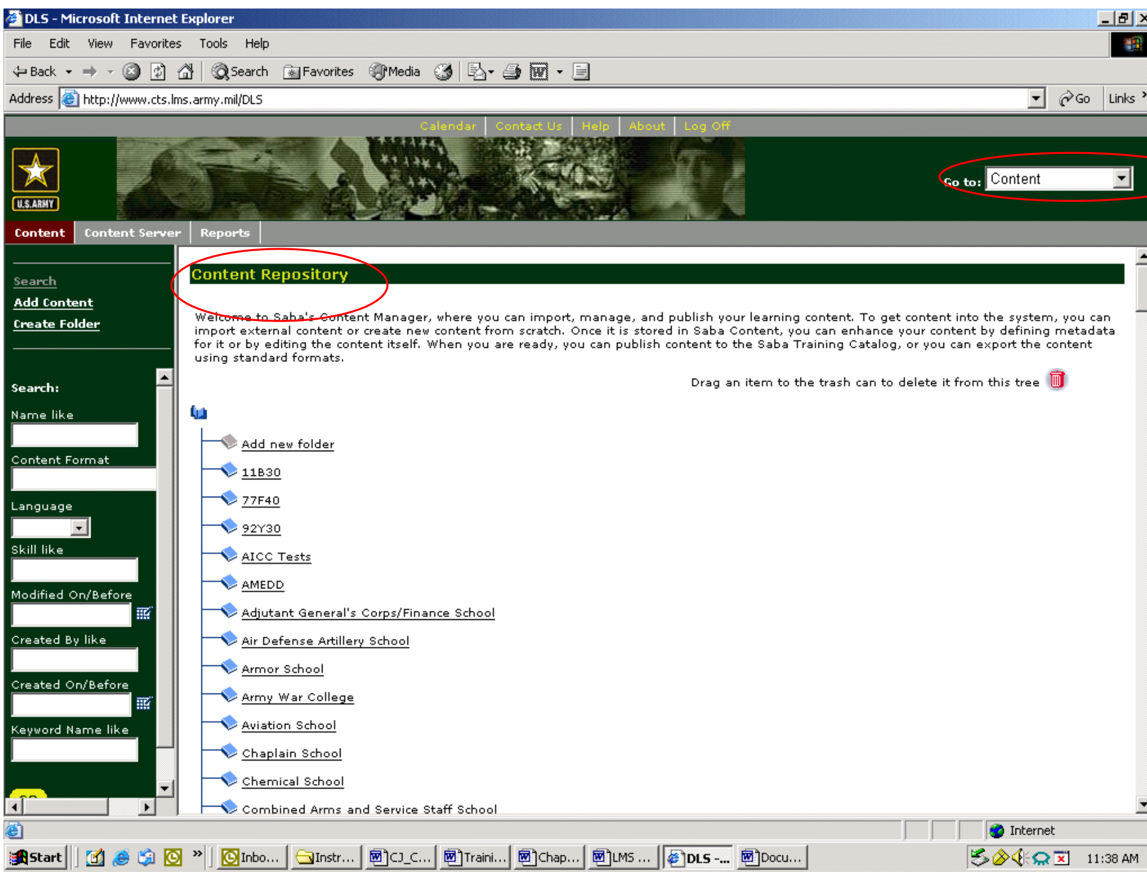
- Course Iterations. This link performs a "short cut" to Scheduling/Constructing Lesson Iterations.

- Attachments. This link provides the CoM the opportunity to attach supplementary material(s) to the Product. It can be a file or files uploaded from a directory specified by the user, one or more URLs to Web-based material(s), or both.

3.6 Constructing and Entering Content

The Course Manager enters content for a Course into the system through the association of that content with specific training units (Course, Lesson, etc.) either directly or through its publication in the Catalog as a stand-alone training Product. Depending on the "packaging," content can be anything from small files of text or graphics supporting a Lesson to a complete, SCORM-conformant Courseware package, containing weeks worth or training and training support material. In the latter case, the content should be organized (packaged) in such a way that its smallest units of training content can align with the appropriate Lessons for that training. If not, then the CoM must associate the content object with Modules, Phases, or the Course itself.

Using the LMS Content Manager, the system provides the CoM with the ability to import external content or create new content from scratch. In either case, the content will be stored in the LMS Content Repository ready to be used by associating it with Lesson templates or larger blocks of instruction. Like many electronic directory structures, the Content Repository is organized in an "inverted tree," with the root at the top. "Branching out" from the root, the LMS contains a number of pre-positioned folders, organized by Proponent Agency. CoMs place their content in the appropriate folder.

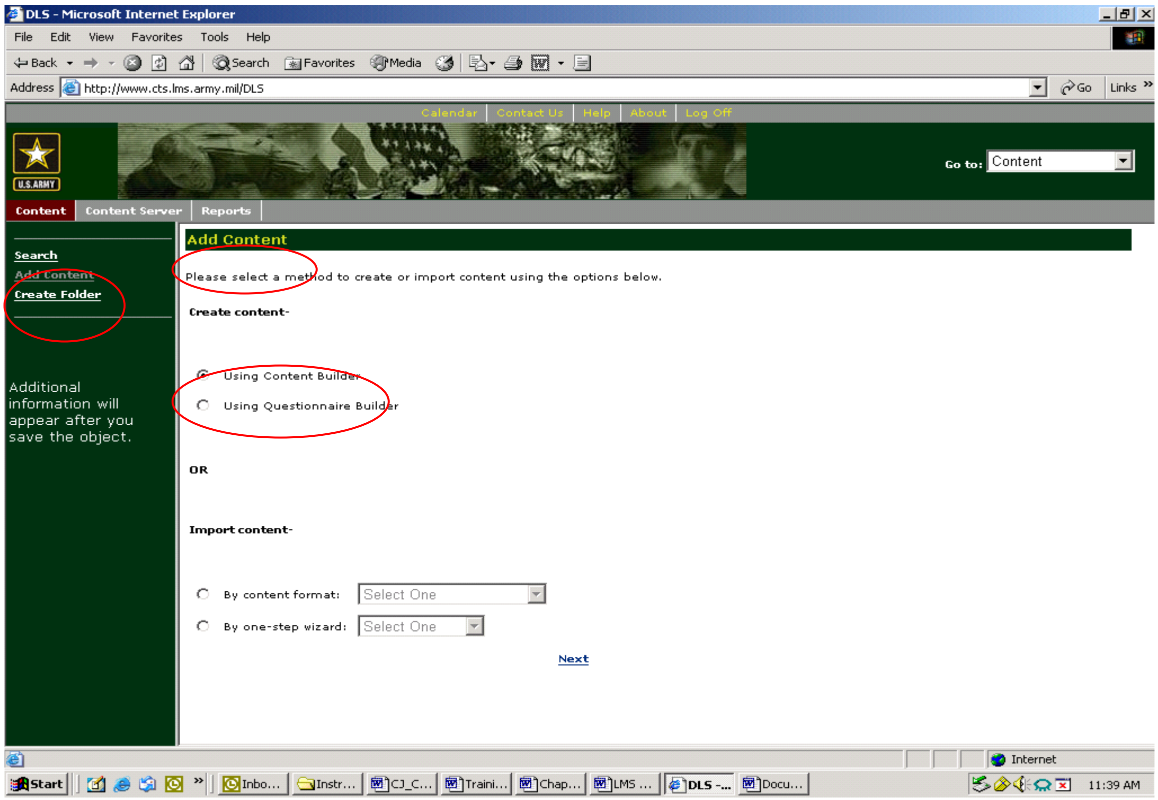


The LMS provides for a limited amount of online training development or authoring by allowing CoMs to devise Tests and Critiques "on-the-fly" and enter them into the system as content. This is particularly useful for *ad hoc* training events or to support some types of DL-based training. However, this feature applies only to Tests and Critiques, and not any other type of content.

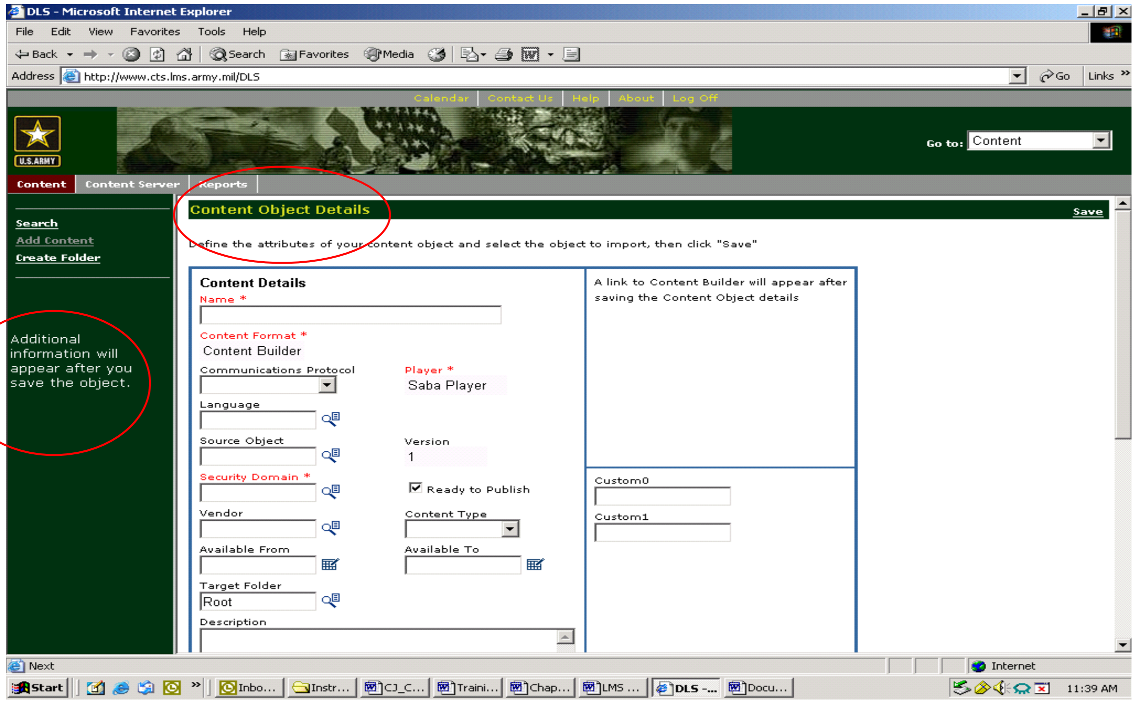
3.6.1 Creating a Test

CoM can create tests from scratch using the LMS Content Manager's Content Builder feature, or by importing content either by format or by using the "one-step wizard." To access the One-Step Wizard:

1. Click on the **Go to:** down arrow and select "Content".
2. Click on "Add Content" in the left navigation panel.
3. Click on "Using Content Builder" button in the Create Content section



The Content Builder provides the CoM with this screen, which contains fields for entering data specific to the content being entered. The same screen is used when importing content and some of the fields apply more to that function than is needed when using the Builder to assist in constructing a test.



The available fields are:

- Name (mandatory field). The CoM should enter a recognizable name for the content being created. Naming conventions for content are at the discretion of the Proponent and need not conform to any "working title" applied by the developer. It is important to remember that the Content Builder creates tests or critiques. Therefore, a CoM should determine whether he/she wants the item to exist as a stand-alone entry in the Product Catalog. If so, "searchability" should be a consideration in content name selection.

- Content Format. This is a view-only field. If the CoM has chosen to have the Builder assist in test construction, the value here will always be "Content Builder." However, if the CoM is importing content by format, he/she has already made the format selection on the Add Content screen when making the decision to "import by format."

- Communications Protocol. Select the communications protocol that will be used for runtime communications between the content and the LMS.
  This field only applies to content formats that support the ability to communicate with the LMS. These formats include:

    - (SCORM) Sharable Content Object Reference Model
    - (AICC) Aviation Industry Computer-Based Training Committee
    - Partner content (NETg, SkillSoft, etc.)

- The Content Builder uses SCORM. For the imported formats *except* SCORM, the communications protocol is always AICC. For SCORM, the CoM selects either SCORM 1.0 or SCORM 1.1-1.2. For more information on these protocols and the formats supported by them, see Appendix X, Overview of SCORM and Related Subjects. For all other content formats, i.e. formats not designed to communicate as learning objects with the LMS, this field should be left empty.

- Language. This field contains the language the test content is written in. The "Examine Details" reveals a pick list with LMS-supported languages.

- Source Object. If there is a relationship between the test object being created or imported another content object known to the LMS, the CoM uses the pick list to select the related object. Relationships can be hierarchical (master/child), or derived (instantiation or clone).

- Security Domain (mandatory field). The need to limit access is usually the reason for the placement of database objects into security domains. Since the list of available domains is generally aligned along Proponent lines, and since tests by nature need to be kept "close hold," it is recommended that this content be placed the Proponent's "restricted" domain.

- Vendor. This optional information may be of importance if the imported content originates from a proprietary external source. The pick list contains available choices.

- Available From. This data should correspond to the availability date for the training block with which it is associated. Note that the system does not currently enforce this constraint, but that business rules can be built upon it, such as select criteria for Reports.

- Target Folder. This field refers to the pre-positioned folder in the Content Manager. CoM using the "import by format" feature should note that the default value for this field reflects the "location" within the directory (folder) he was in when initiating that operation. The default of Root is used when the CoM importing content is not in any other folder.

- Description. This field offers space for the CoM to provide a text description of the content or other helpful administrative information.

- Resource Types. Not used.

- Player (mandatory field). For tests that are created through the Content Builder, the LMS will complete this field with "Saba Player." For content imported by format, the CoM enters the "delivery environment" for the content Player, or the environment in which the content will be run or executed. This environment may be proprietary and vendor-specific or designed to be run through a standards-based browser. The CoM should consult with the Training Developer if the run-time environment for the content is not clear.

- Version. This is a system-generated field used to identify and distinguish among identical, "cloned" instantiations of the same piece of content. This is not the same concept as the use of versioning as a management tool, where it is the accepted method of tracking changes to content that is subject to frequent revision, in order to ensure that the most current content is used when desired. Versioning content is only used in conjunction with content cloning operations, (see below). A cloned Version 1 content item becomes Version 1.1.

- Ready to Publish (check box). CoMs should check this when they want administrative information about this content object to appear in the Catalog as a stand-alone Product. The box is set to "publish" by default.

- Content Type. CoMs use the drop down menu to select a "type" description that best fits the content being entered/constructed. CoMs using the Content Builder (5.2.1) as a tool would select "test."

- Available To. This data should correspond to the retirement date, "Discontinued From," for the training block with which it is associated. Note that the system does not currently enforce this constraint, but that business rules can be built upon it, such as select criteria for Reports.

The following fields also appear for content that already exists in the LMS.

- Date Modified (mandatory field). This field is automatically supplied by the system and will reflect the date that the content was first entered into the LMS, the date on which changes were made to the content's administrative data, or when the content itself is overwritten in storage.

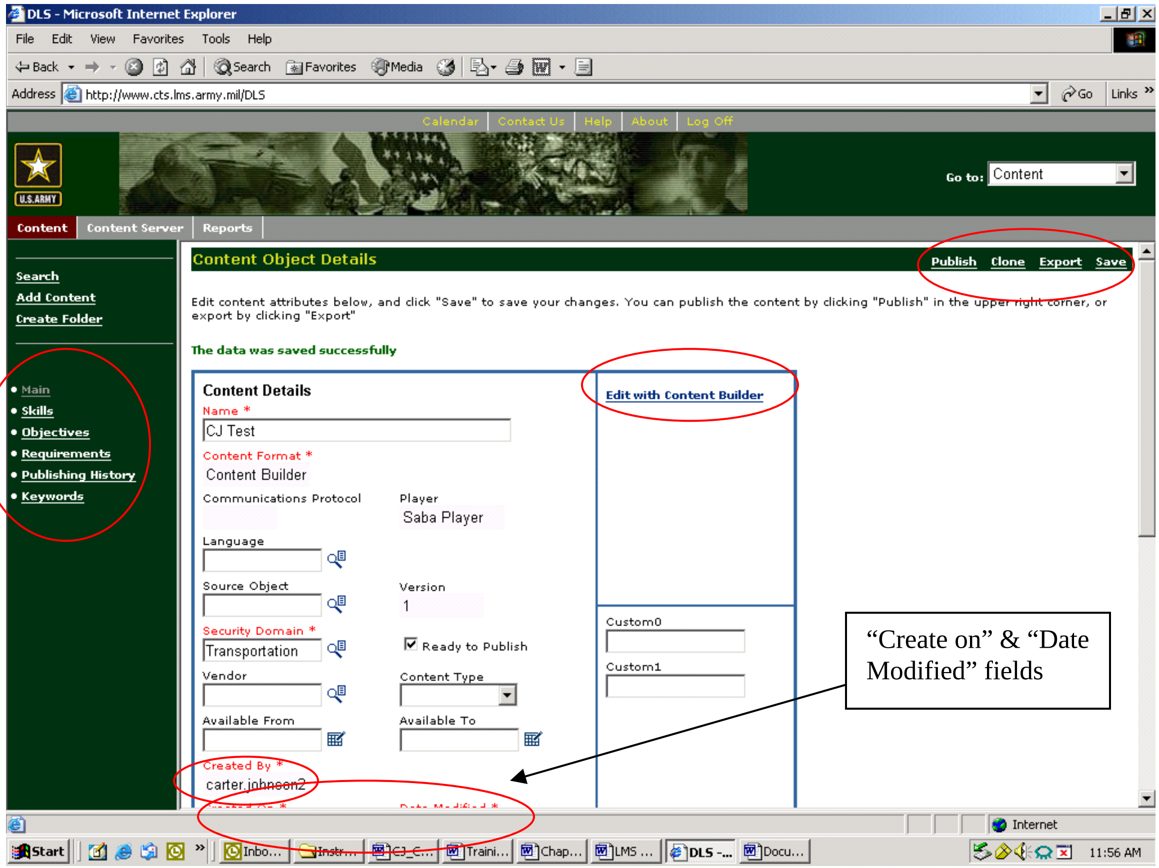
- Go to Parent Folder (link). This is a navigational link, which will bring up a screen showing all the other content items stored under the same folder in the Content Repository as the item being entered/edited. This is helpful when storing multiple related content items, such as contained in a Course, in close virtual proximity.

- Content Server (mandatory field). This field indicates the source storage device where the content being entered is currently placed. Options currently include "Local Storage Device" and "Production LCMS." For Release 1 of the LMS (FY 2005), Course Managers should always select "Local Storage Device."

- File field (browse bar). CoMs specify the absolute path and filename (with extension) for the new or updated content being entered into the LMS. In other words, coupled with the Content Server, the CoM directs the LMS the external storage location where the content being uploaded can be found.

- Preview (link). This link launches the content without the necessity of registering for the Product. CoMs use this as a check of their work in setting up the content.

Whether using the Builder or importing by format, the CoM will "Save" the work (link on the Content Object Details task bar) after filling in the fields. On the following Content Objects Details Screen, additional information and links are then provided for the CoM usage.

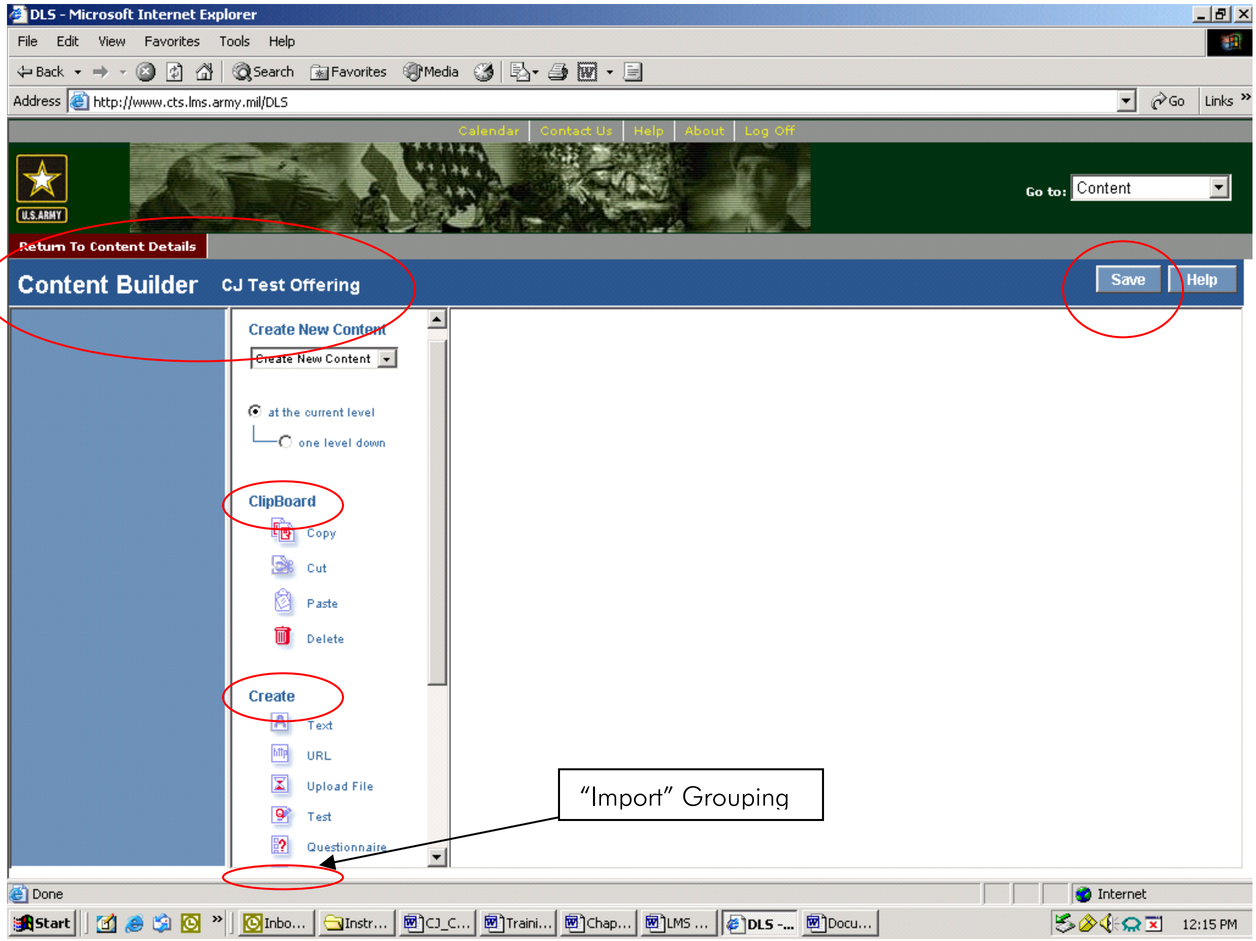


Clicking on the **Publish** link provides the CoM with the Publish screen, where he/she can identify the content being published as a new or existing (updated) Course, Lesson, or Product.

Clicking on the **Clone** link brings up another identical instantiation of the content, which can be edited to vary from the original in whatever way is desired. The cloned Version of the content increases by increments of one-tenth for each time the content is cloned.

The **Export** link is helpful in instances where the content is created within the system (Content or Questionnaire Builder), but will need to be transferred electronically to another system as a stored file.

Clicking on the link called “**Edit with Content Builder**” in the upper right-hand corner of the screen provides the Content Builder screens for creating a new test or the opportunity to revise data previously entered.



This is the environment the CoM needs to construct the test. It consists of several function groupings on three vertical panels. The groupings are:

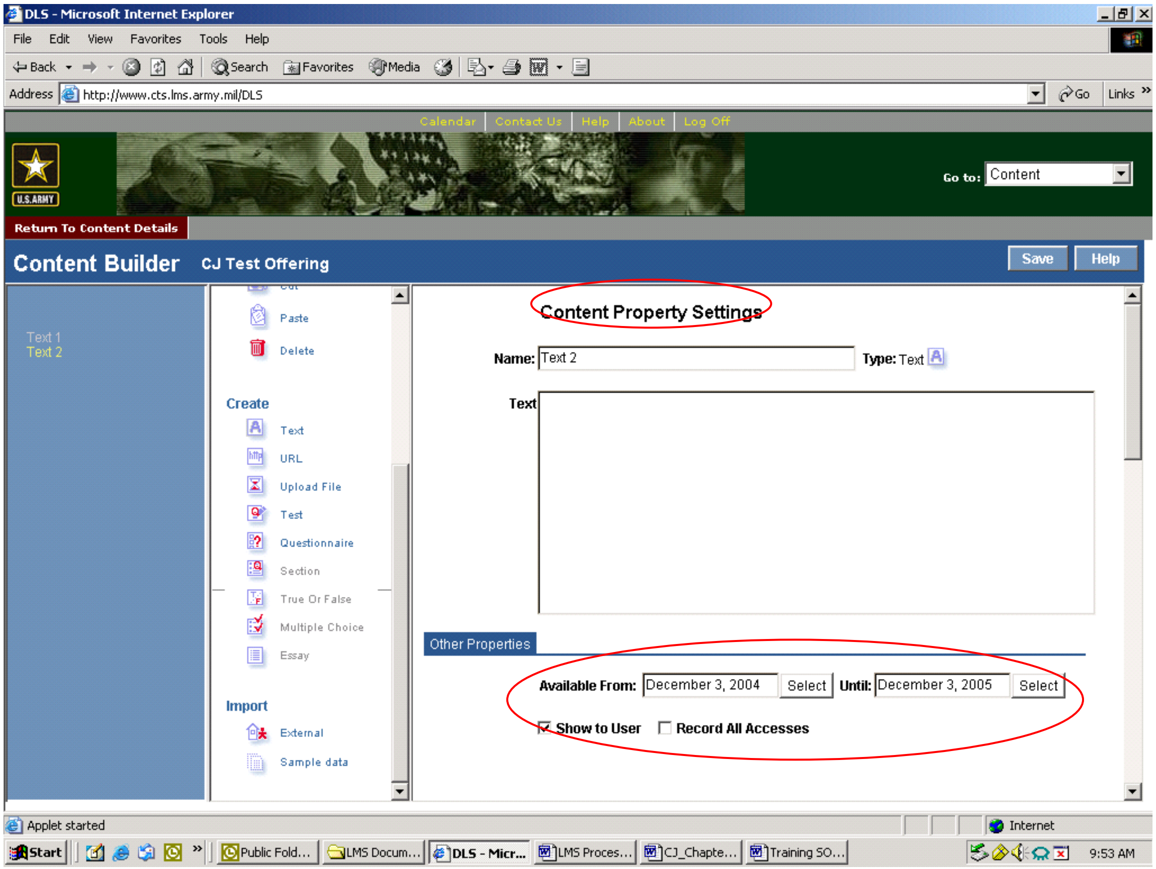
- Create New Content. This section allows the CoM to create a new test (content) or find an existing one for editing. The serial buttons determine where in the Content Manager directory the test will reside.

- Clipboard. This feature allows the authoring CoM standard tools for copy editing text: Copy, Cut, Paste, and Delete.

- Create. The operational links for creating critiques are Text, URL, and Upload File. As the CoM chooses among them, depending on what content he/she is placing into the tests, the Builder keeps track of the sections as they are constructed on the left panel. The right panel, Content Property Settings, changes to reflect the fields needed for completing the type of section currently being created.

- Import. This link has two settings, Local and External, used for importing content into the critique, if desired.

- Content Property Settings. In addition to changing fields to facilitate the creation of test sections, this panel also permits the CoM to specify start and end availability dates for the critique. Check boxes allow the CoM to restrict access of the test by users and track the number of times the Learner has accessed (attempted) the test.



Clicking "**Save**" in the Content Builder brings the user back to the Content Object Details screen. The LMS will then present the CoM with the opportunity to enter additional information (enhanced content), using the links provided on the left-hand panel. An explanation of the additional links follows:

- Main. This link returns the user to the Content Object Details screen.

- Skills. This link provides the CoM with screen necessary to associate skills previously entered in the LMS to the content. This should be done not only for instructional content, but tests as well. This association of skills to training content ensures that the appropriate training Product will appear as a result of searches made during *skill gap analysis*.

  The "Skills For [Content Name]" screen provides the CoM with a list of skills previously associated with the content and the ability to add new skills. The CoM may select the Skill Group for the Skill from the drop down menu, but must enter a Skill Name, or part of it, to identify the desired Skill. Proficiency may be used to narrow the search, if the same Skill exists more than once, but with a differing level of proficiency. Once the skill is found, the "Add" link will complete the association.

- Objectives. Once he/she has created a content object, the CoM can define learning objectives for it. They cannot be transferred to Catalog items and are not trackable for Learners. Additionally, they cannot be used to search for content objects.

- Requirements. The CoM can use this link to define and include any technical requirements for the content. Currently, technical requirements are purely informational. They cannot be transferred to catalog items and cannot be used to search for content objects.

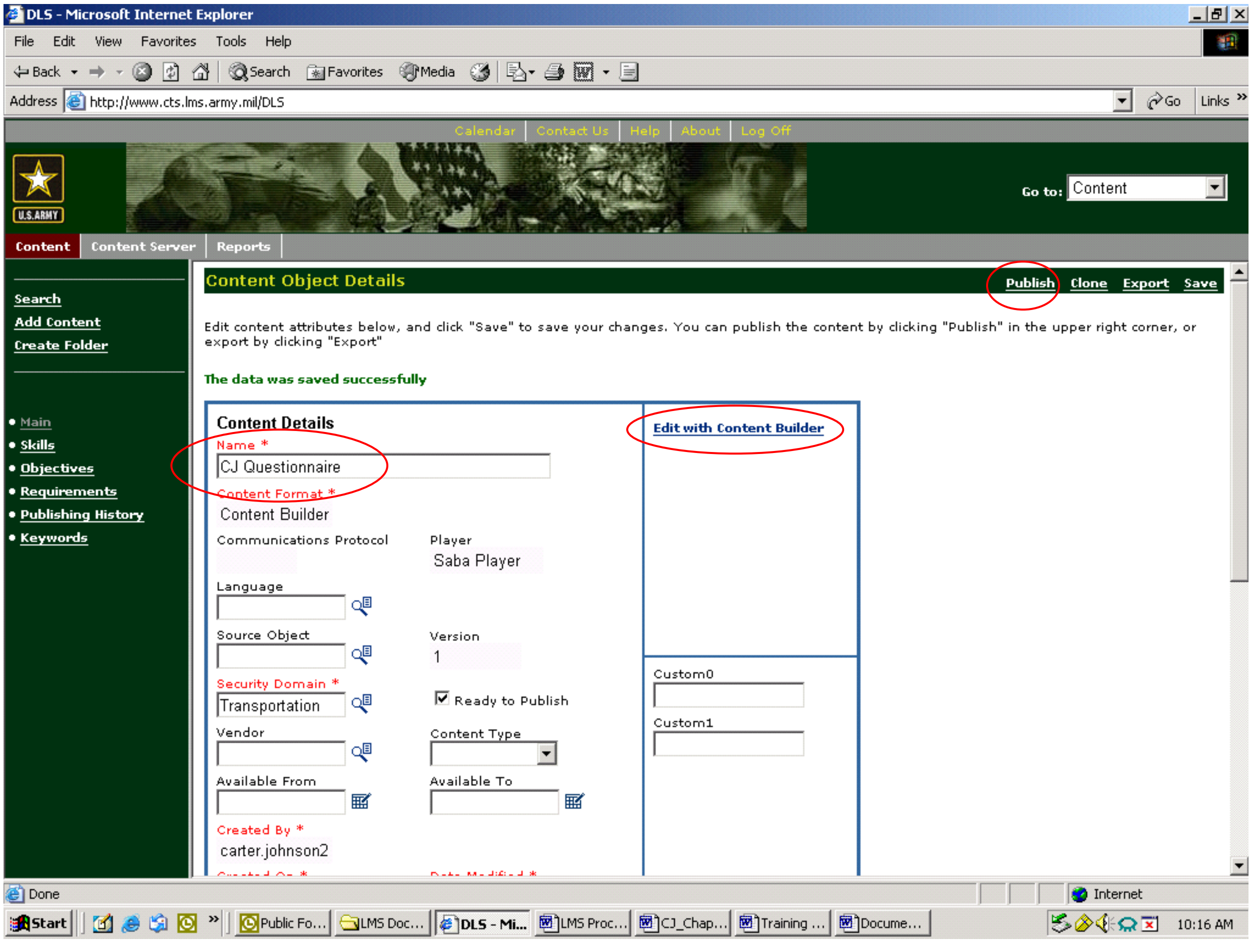
- Publishing History. Each content object contains a publishing history report that displays a list of all Catalog items, if any, to which a content object has been published. Although the content association for a catalog item cannot be deleted once the Catalog item has been taken by a Learner, CoMs can still publish a different content object to the same Catalog item and override the content association.

- Keywords. Keywords are topical or descriptive words or phrases that can be used to assist in locating the content in the Catalog. The SA can assist in adding new keywords, upon email request via the Help Support Activity.

3.6.2 Creating a Critique

Similar to the process for tests, CoM can create critiques from scratch using the LMS Content Manager's Questionnaire Builder feature or by importing critique content either by format or by using the "one-step wizard." Serial buttons on the "Add Content" screen provide these options. Selecting the Questionnaire Builder serial button and clicking the "Next" link reveals the Content Object Details screen.

Clicking the "Save" link will enter the critique's administrative data into the system and present the CoM with a link in the Upper right-side of the Content Object Details screen called "Edit with Questionnaire Builder".



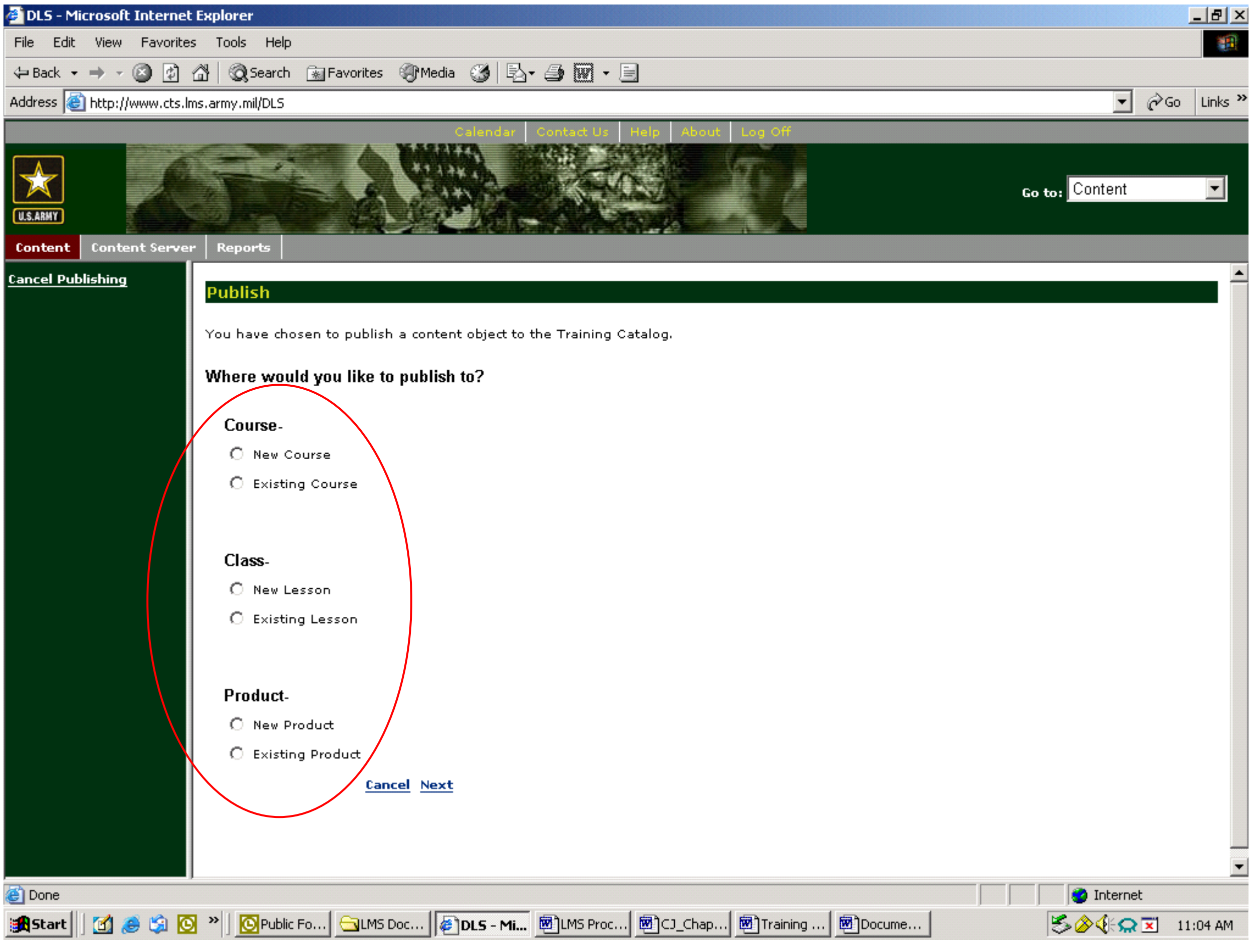
3.6.3 Entering and Uploading Content

CoM's job is to import content from outside the LMS and convert it into usable Products inside the system. Once entered into the LMS as a Product, content may take the form of a stand-alone catalog entry that can be registered for and taken for credit. Or it can become a component of a Course, either by associating it with a Lesson template or by having it substitute as a Learning Offering under a Course's Module. A principal responsibility of the CoM is to ensure that content associated with the appropriate instruction block is resident in the LMS and that it is accurate. The content may exist in various formats and may be uploaded in one of two ways. What constitutes course content is at the discretion of the CoM, but, generally, it will either be DL Courseware files, designed for Web delivery to geographically dispersed students, or simple electronic files associated with resident POIs.

Formally developed DL Courseware will generally be uploaded and catalogued in the LMS by a DLS SA as part of the last step in DL courseware development (Training SOP in Reference section of LMS Help Application - Process 4, Quality Assurance). However, Course Managers can upload content of any kind to the LMS using the "**Content Object Details**" screen in the LMS described above.

3.6.4 Associate and Establish Content to Product

After clicking the "**Publish**" link from the Content Object Details screen, the CoM can publish the content as part of a new or existing Course or Lesson (template) to create an association with those Products or he/she can publish the content as a stand-alone Product. The CoM selects the radio buttons corresponding to his choice.

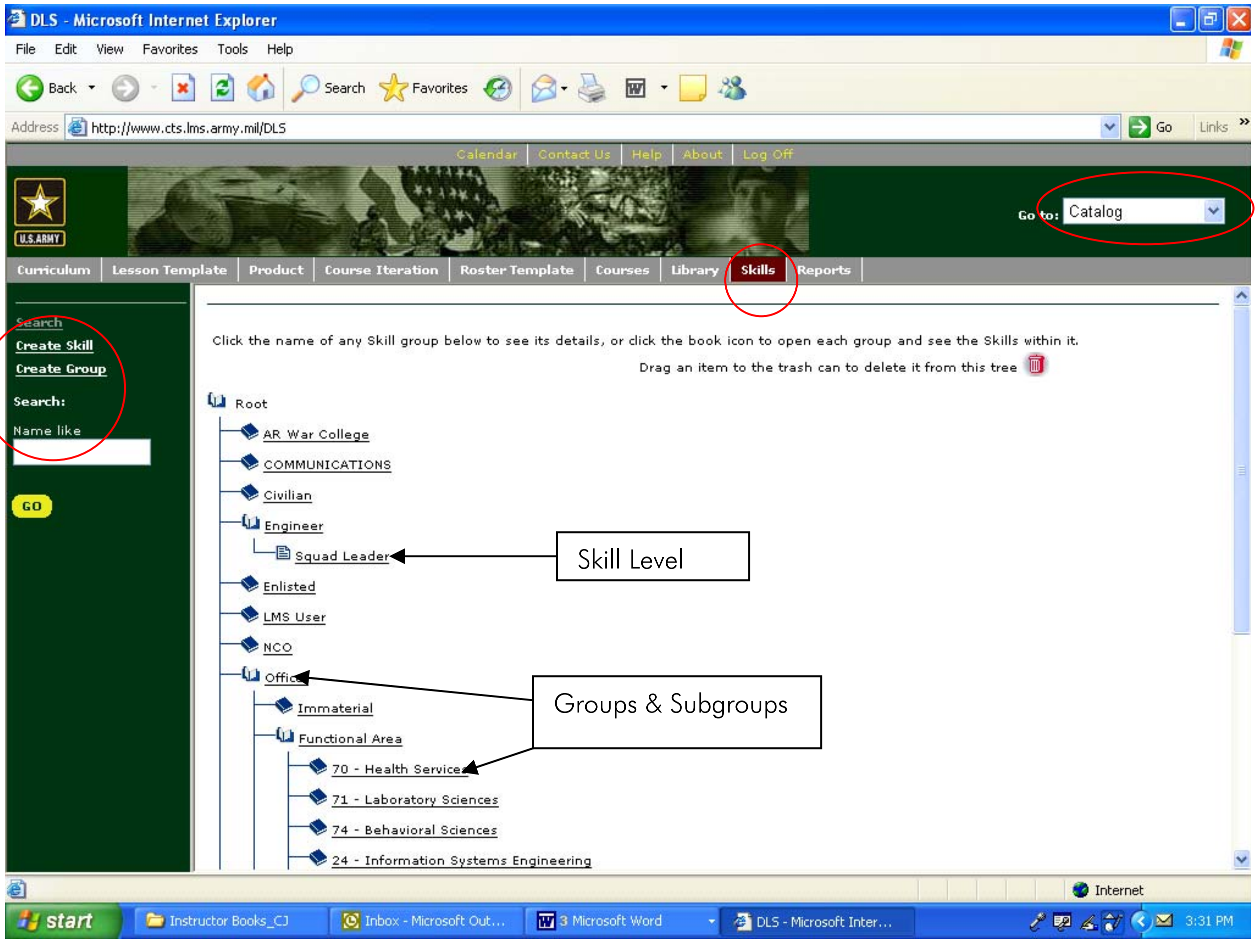


Dependent upon the selections, the CoM will utilize the finder icon in the Course, Lesson or Product Details screen to provide all of the administrative data required for product association. The next step in publishing (Publish Step 2) is to add skills associated with content.

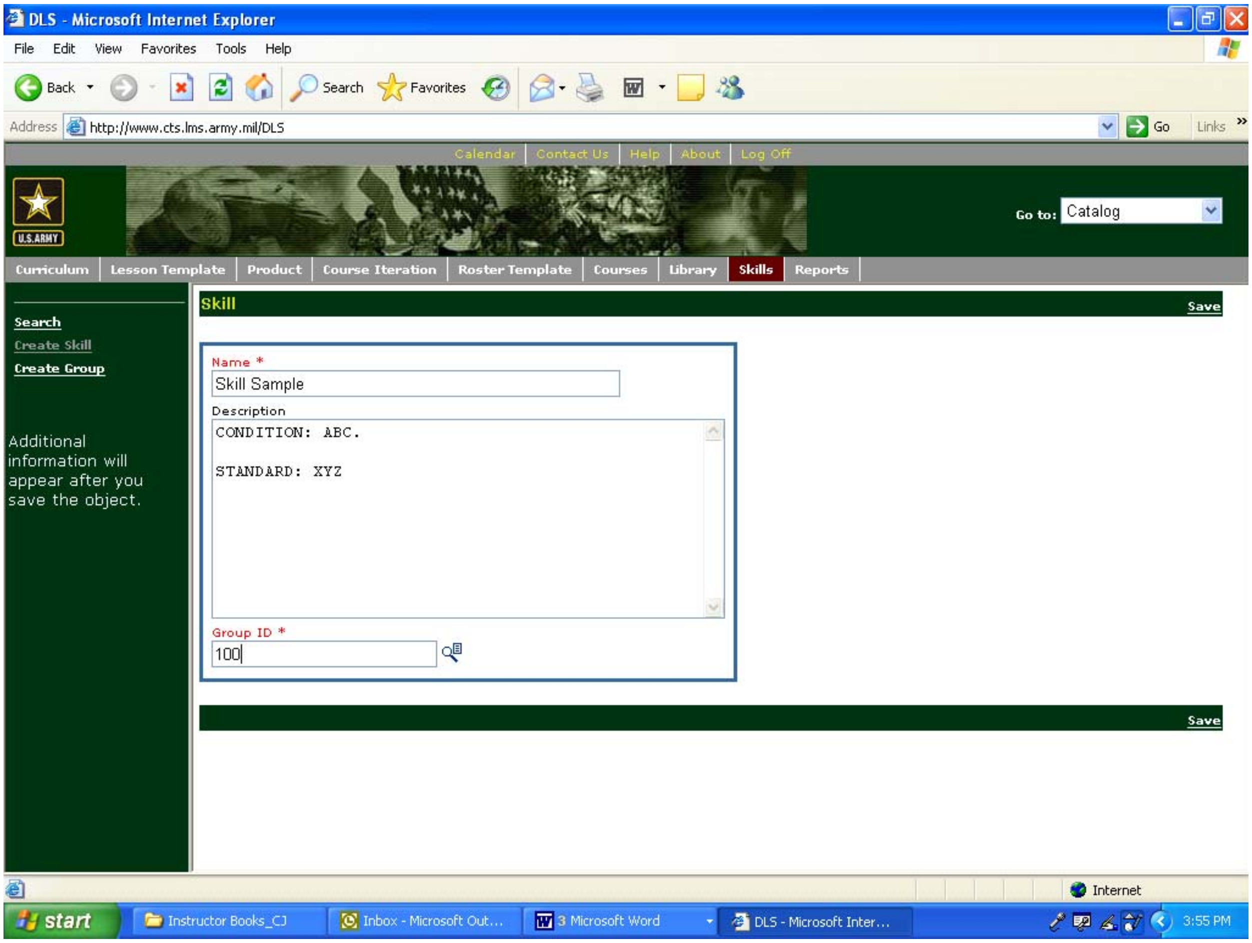
3.7 Constructing Individual Training Plans (ITP)

CoMs collect individual Skill data from their organizations for input into the LMS as the primary building blocks for constructing ITPs. The CoM can then locate their Lesson templates (or Products (blue oval) if applicable) and make the Skills-to-Lessons associations and he/she can use the Skills to build Internal Roles and, eventually, Career Fields. Finally, the CoM can define the sequence of Courses needed to advance through a Learner's career, using the associations of Internal Roles to Courses.

The LMS gives soldiers and supervisors the ability to identify and address skill gaps relevant to MOS and individual soldier skills acquired by Soldiers. Individual soldier skills will be accessible in both the Product Catalog and the 'Career Field Map'.



The CoM will initially search for the desired skill requirement associated with their training material in the LMS proponent root directory first prior to initiating a new skill creation. If the desired skill is not available within the LMS, the CoM will click the "**Create Skill**" tab in the left navigation panel to access the Skills Detail screen.



The fields below are provided for input:

- Name: The TPIO naming convention for Skills follows the convention long in use for Army Tasks. It is the Task number, followed by the Task Name in Verb-Noun-Modifier format.

- Description: This is not a mandatory field to the LMS. However, by TPIO direction, use this field for recording the Skill's Condition(s) and Standard(s).

    - If your Condition/Standard text is more than 255 characters long, place this information in a file, such as MS Word, and attach it to the Skills record.

- Group ID: Use the Finder icon to locate and select the Group for this Skill. This corresponds to the folder in the Skill Manager directory.

Editing a Skill may be also be done from the Skill details screen by changing the content of any of the three fields and saving ("**Save**" link) the edited record. After performing a "**Save**" on a new Skill or working with a Skill already in the DB located by a search, the Left Navigation Bar provides the following options:

- Main: Returns the user to the Skills Details screen.

- Internationalization: Not used.

- Attachments: CoM should use this feature to attach any file relevant to the Skill. This is especially important if your Condition/Standard is longer than 255 characters.

3.7.1 Associate Skills with Internal Roles

When the LMS contains the entire individual Skill building blocks needed to complete an Internal Role, the CoM uses the Internal Role Details screen to create the Role and Associate Skills with it. To access the Internal Roles Details screen:

1. Click the Go to: drop-down and select "People".
2. Click the "Internal Roles" tab on the horizontal navigation bar.
3. Click "Create" in the left navigation panel.

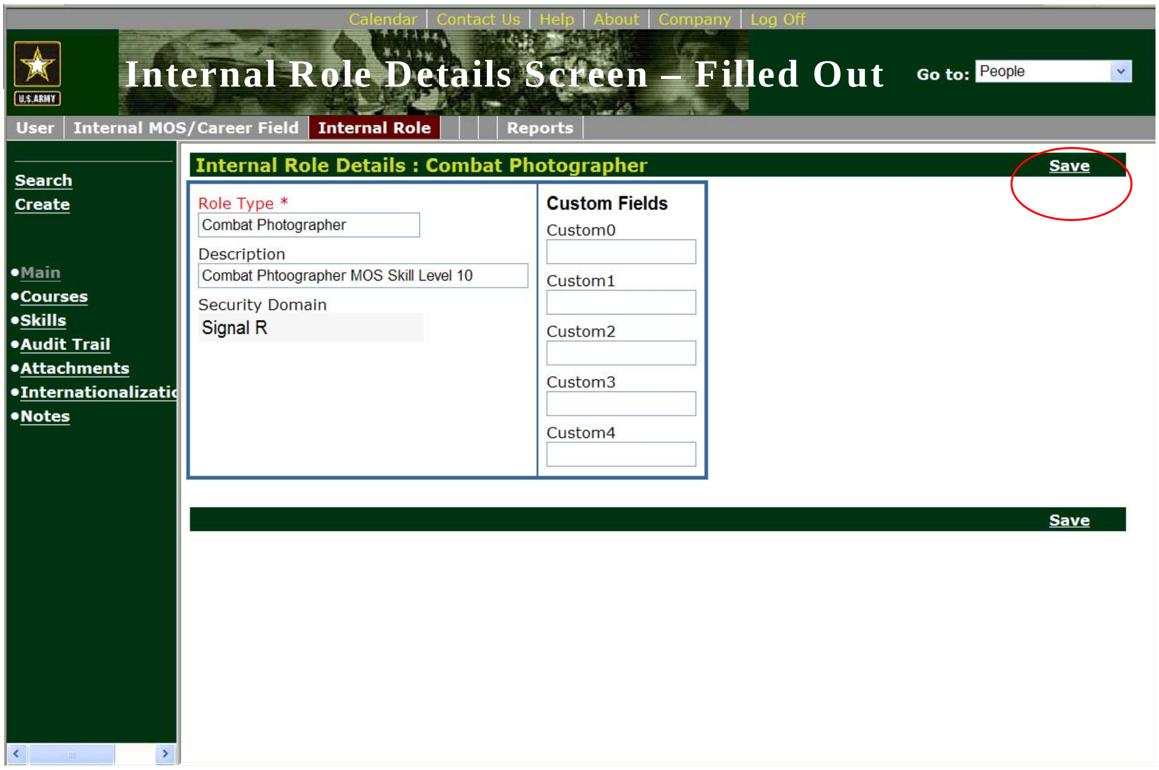
The CoM completes the required field descriptions:

- Role Type: This is a free text field. CoMs should enter the name of the internal role they are creating. Examples are: Master Gunner, Combat Lifesaver, JR NCO Common Skills, and Basic Artillery Officer Skills.

- Description: Not a mandatory field. Provide a very short clarifying phrase if desired (e.g. 13B10)

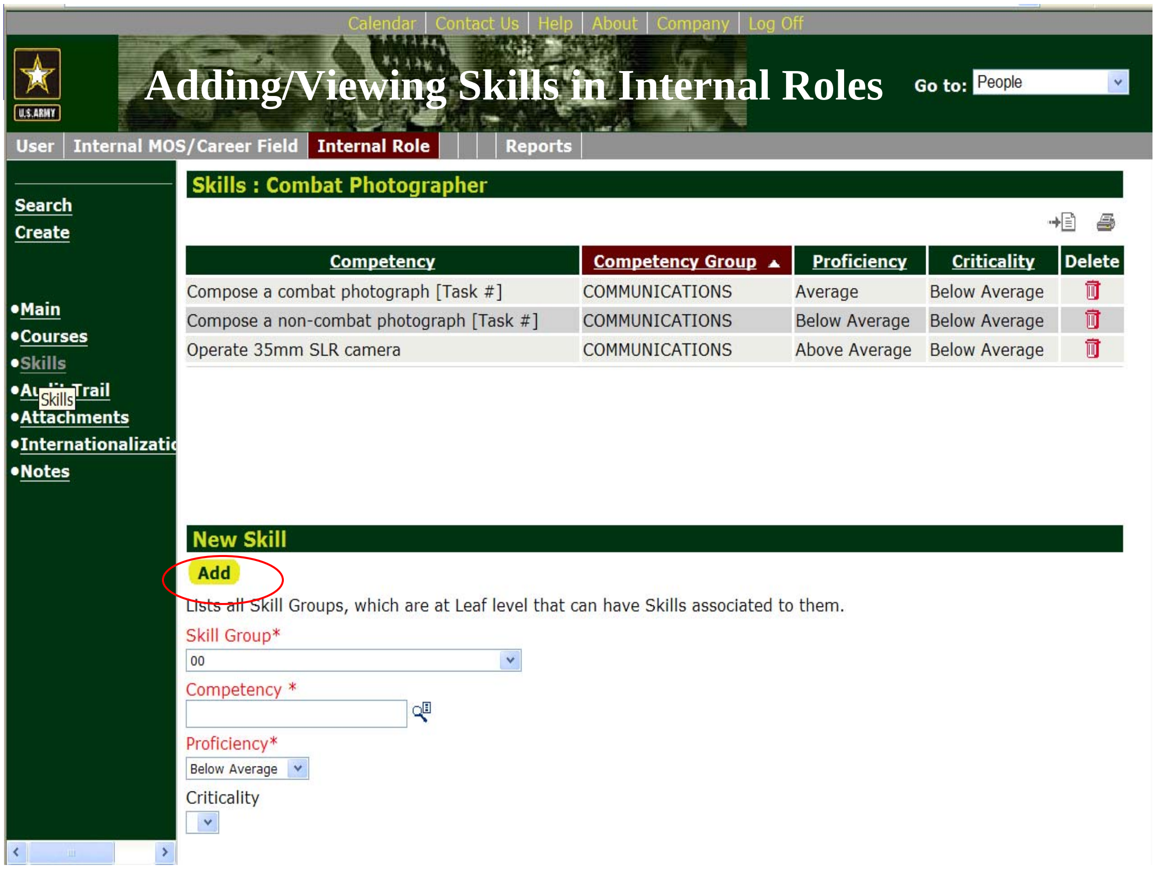
- Security Domain: Use the finder/pick list to select the Security Domain for this role. Generally, should be the Proponent's domain.

Click the "Save" link (upper right section of the screen) to save the record.



After a new internal role has been saved or when editing an existing internal role, the Internal Role Details screen will list the auxiliary functions in the Left Navigation Bar. Auxiliary function fields are:

- Main: This link always returns the user to the details screen of the object they are working with.
- Courses: This link allows the CoM to associate any Course with this Internal Role.
- Skills: This link lets the CoM add new Skills to the Internal Role and view what Skills are already in the Role grouping.



This screen allows the CoM to manage the Skill in Internal Roles. The top section shows the Skills already in the role, with the Competency (Skill) Group, Proficiency (always average), and Criticality (not used). The bottom section allows the CoM to search for Skills in the DB by Skill Group.

Description of links in Left Navigation Bar (continued):

- Audit Trail: Records and displays initial creation and sequence of editing changes to fields in this Skills record.

- Attachments: This is where the CoM can attach a file or files that are necessary to understand the Internal Role (e.g. a user's manual). It can also be used for any other applicable information stored in a file pertaining to the Skill.

- Fields are:

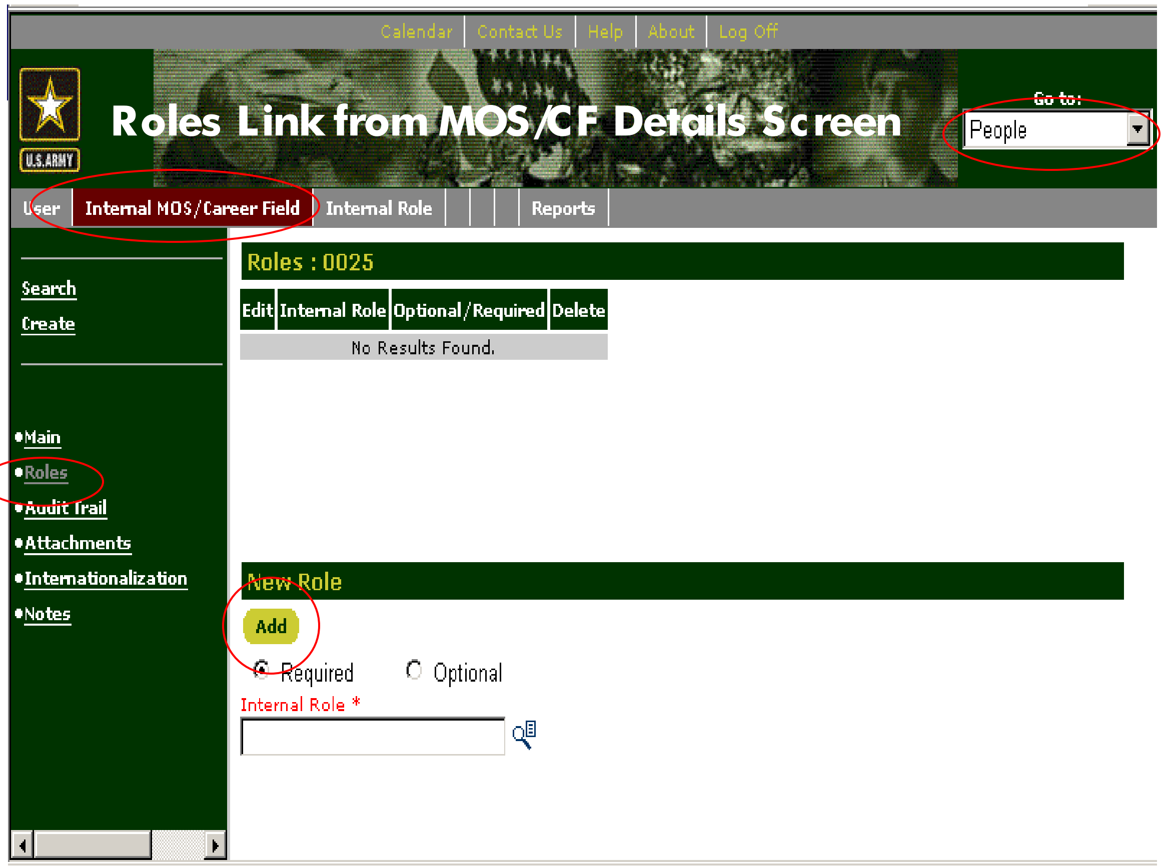
    - Name: Provide the name for this attachment.
    - Category: Select from the pick the applicable category for this attachment.
    - Language: Leave alone.
    - MIME: Not used.
    - Private (check box): Restricts viewing of resource to CoMs for domain in which the equipment is placed. Applies to the attachment, not the resource.

- o Attachment Source radio buttons: Select either URL or path for the file location.

- Internationalization: Normally not used. System has Language and Foreign Disclosure fields already.

- Notes: Use this space to add any pertinent text concerning this Skill record.

The Internal MOS/Career Field Details screens function similarly to the Internal Roles screens described above. The distinct difference is the "Roles" link in the left navigation bar instead of "Skills" as shown in the Internal Roles screen after saving the newly created record.



This screen allows the CoM to add Internal Roles to the MOS/CF. The top section displays the internal roles already associated with this MOS/CF. Use the bottom portion for adding new internal roles. Remember that MOS/CF records are composed entirely of internal roles. Use the Finder icon and supply an internal role name (or first letter) to select your internal role from the list. Use the Required radio button.

NOTE: Once IR is added you can update Role or Cancel by clicking the edit icon.

3.7.2 Associate Internal Roles with Courses

The CoM builds the Course progression indirectly through the association of internal roles to Courses. When those associations are made, the Learner can see his Course progression from the Individual Training Plan link on his My Development screen by providing a target MOS/career field.

3.8 Cancel Learner Registration

As a Course Manager, you might need to cancel registrations of some or all of the learners with reservations in lessons within the courses you manage. This might be performed for a number of reasons. If the learner was unable to make the lesson, you might want to cancel his or her registration to make it available for others, or if all the learners need to be removed for other reasons.

Canceling a registration removes the seat reservation in the lesson as well as the corresponding order line for the registration.

To cancel a registration:

1. To display the Roster page, select Lessons from the Go to: dropdown list.
2. Click on the Lesson tab, GO, Edit Icon Roster sidebar link.
3. Click the Cancel action icon next to a listed item. A pop-up warning reminds you that this action cannot be reversed.
4. Click OK to continue. The cancelled registration is removed from the Roster page.

Note: Registrations also can be cancelled for an entire course iteration.

3.9 Other Functions

The Course Manager provides other supporting functions to facilitate Learner training. These support functions include (Section 2.12 through Section 2.17):

- Counseling
- Learner Searches
- Community Creation and Access
- Accessing Experts
- Accessing Information

Chapter 4
Class Manager/Scheduler

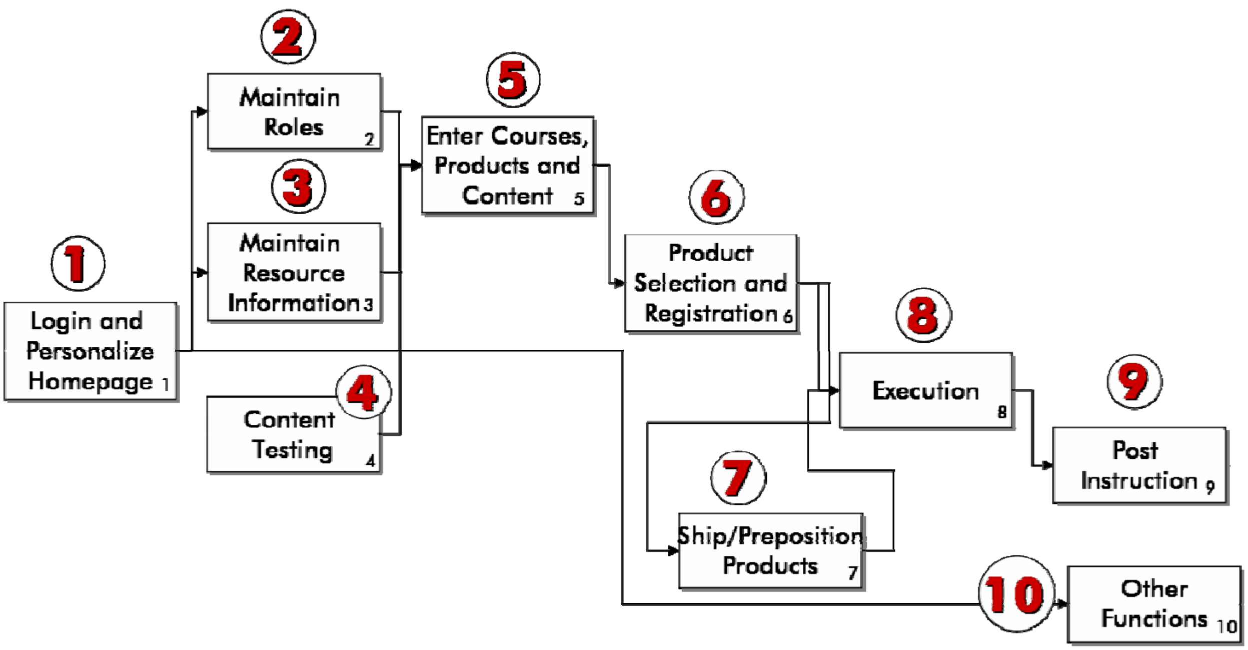
Table of Contents

Class Manager's Functions within the LMS

4.1 Business Processes

The high-level business processes are presented graphically below. The primary purpose of this handbook is to provide the user with the procedures required to successfully navigate these business processes as their particular role functionality dictates. Detailed information on the interactions and interfaces among and within each of the business processes can be located within the Training Standard Operating Procedures (SOP) Manual. This manual is located in the LMS Help Function.

This Class Manager/Scheduler (CM/S) section will present the steps required for System Login and Personalize the LMS homepage; Construct Course Iterations, Products and Content; Product Selection and Registration, Execute Training; and Post Instruction requirements.



In this chapter, you will obtain a greater understanding of the LMS and the system functions you will use in the role of a Class Manager (CM) or Scheduler (S). Please refer to Section 1.3 to review procedures for LMS Login and Personalize Homepage (Section 2.2), as well as an understanding of the functionality of the links inherent in the My Home module (accessible within all LMS roles).

Listed in Section 3.1 are the unique modules that are accessible in the LMS for the Class Manager role, together with the Tabs (from the Tab Bar) associated with that module, and the links located in the Left Navigation Bar associated with each Tab. Modules are found by clicking within the Go to: dropdown menu in the upper right quadrant of the LMS screen.

4.2 Maintain Roles

The philosophy of “role” appointments and privileges are presented in detail in Process 2 of the Training SOP in the Requirements section of the LMS Help application. Class Managers are responsible for managing the iterations of a course. The CM’s responsibilities include, but are not limited to, such activities as establishing/verifying daily (Lesson level) scheduling, authenticating learners, ensuring Resources are available when needed, and ensuring Learners are at their assigned locations as scheduled. For the CM, having secondary role appointment authority delegated by TASS battalion commanders, may designate other “role players” LMS permissions to ensure the efficient presentation of the assigned course over time. Class Managers are authorized to designate other Class Managers, Instructors, Facilitators, and Subject Matter Experts (SMEs). Designation is less formal than appointment, but still requires an e-mail message sent through the Army Training Help Desk (ATHD) to the LMS System Administrator. Since Roles are appointed or assigned to individuals through a formal, written process, this satisfies the requirement for authorized user restrictions.

4.3 Iteration Management

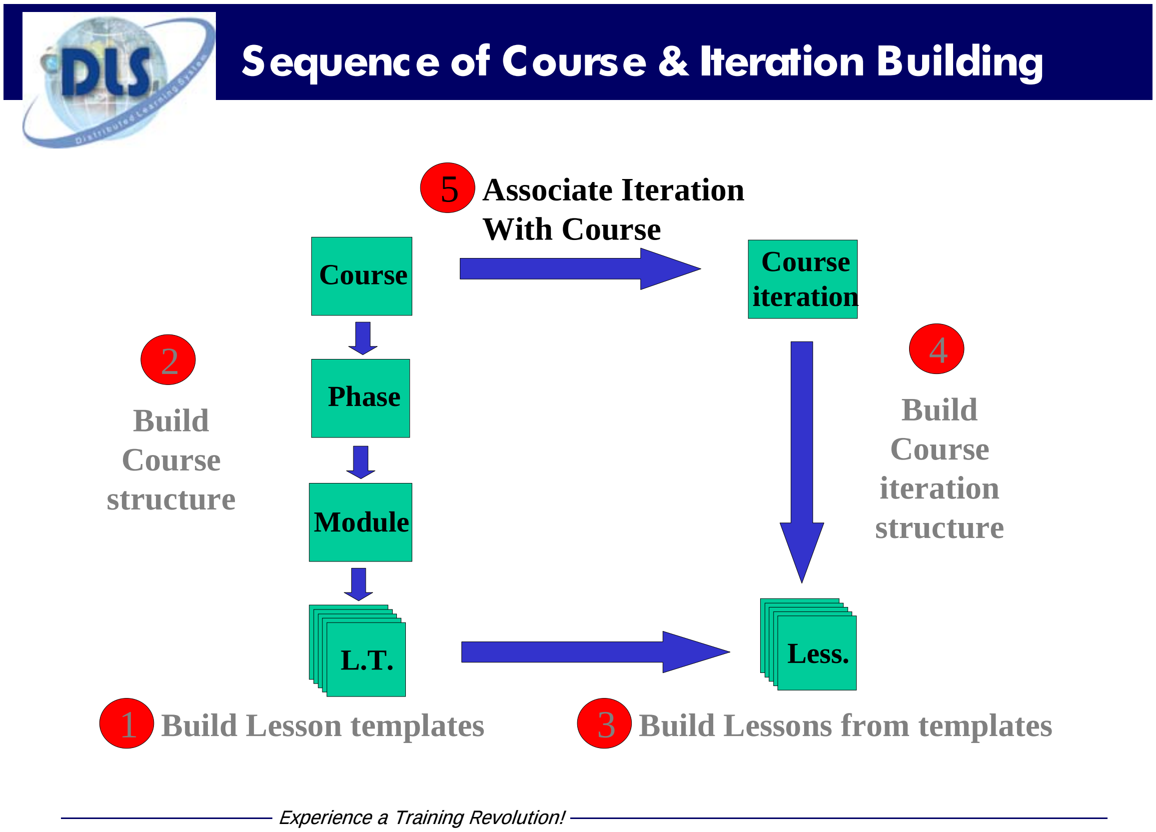
The difference between a Course and a Course Iteration is that the iteration has a location, date and time associated with it. The Course itself is just a model of what should be taught and what is needed to teach it. The iteration is that *instance* of a Course that is schedulable and for which Learner’s can register. The creation of course iterations and scheduling of lesson iterations are Class Manager and Scheduler (CM/Sched) responsibilities However, Course Managers (CoMs) possess all of the LMS permissions afforded the Class Manager and Scheduler and may be called upon to perform these roles and must understand the process. The primary function that the CoM will provide for is adding/updating courses (models) as a basis for scheduling and conducting course iterations.

4.3.1 Schedule Lessons

Scheduled lessons are created and maintained in the Lessons module in the LMS. Students are registered for scheduled lessons through orders created in the Registrar (Internal) module or My Home (learner self-registration). These same steps are used to create all instructional units (except products) with courses. Creating and managing lesson iterations are Class Manager/Scheduler (CM/Sched) functions in the LMS. They are vital because in the LMS, Learners don’t register for Courses- they register for Course iterations. Without having iterations, all the Courses in the Catalog are useless to Learners, because they can’t take them. This process also involves the detailed scheduling of individual Lessons in the LMS.

Note: A Lesson and an Event are created and maintained by the LMS in the same manner. Throughout this document, whenever you see the word “lesson” it is synonymous with “event.” Therefore, if you were instructed to create an education/training event or training support event, Course Manager would first follow the steps for creating a lesson template, before the Class Manager/Scheduler can create and schedule a lesson derived from it.

The CM/Sched creates Lessons based on the Lesson templates created for the Course by the Course Manager (CoM). (See Section 3.5.1.) There are a couple of variations to this involving the use of an existing Lesson as a template for another Lesson and the ability to schedule (create) an unplanned (ad hoc) event. In all cases, the Lesson creation process is not complete until it has been scheduled into a session. A session is the detailed date and time and place the Lesson is to occur. The output from this process is a class schedule that tells the Learner when and where to go for this Lesson.

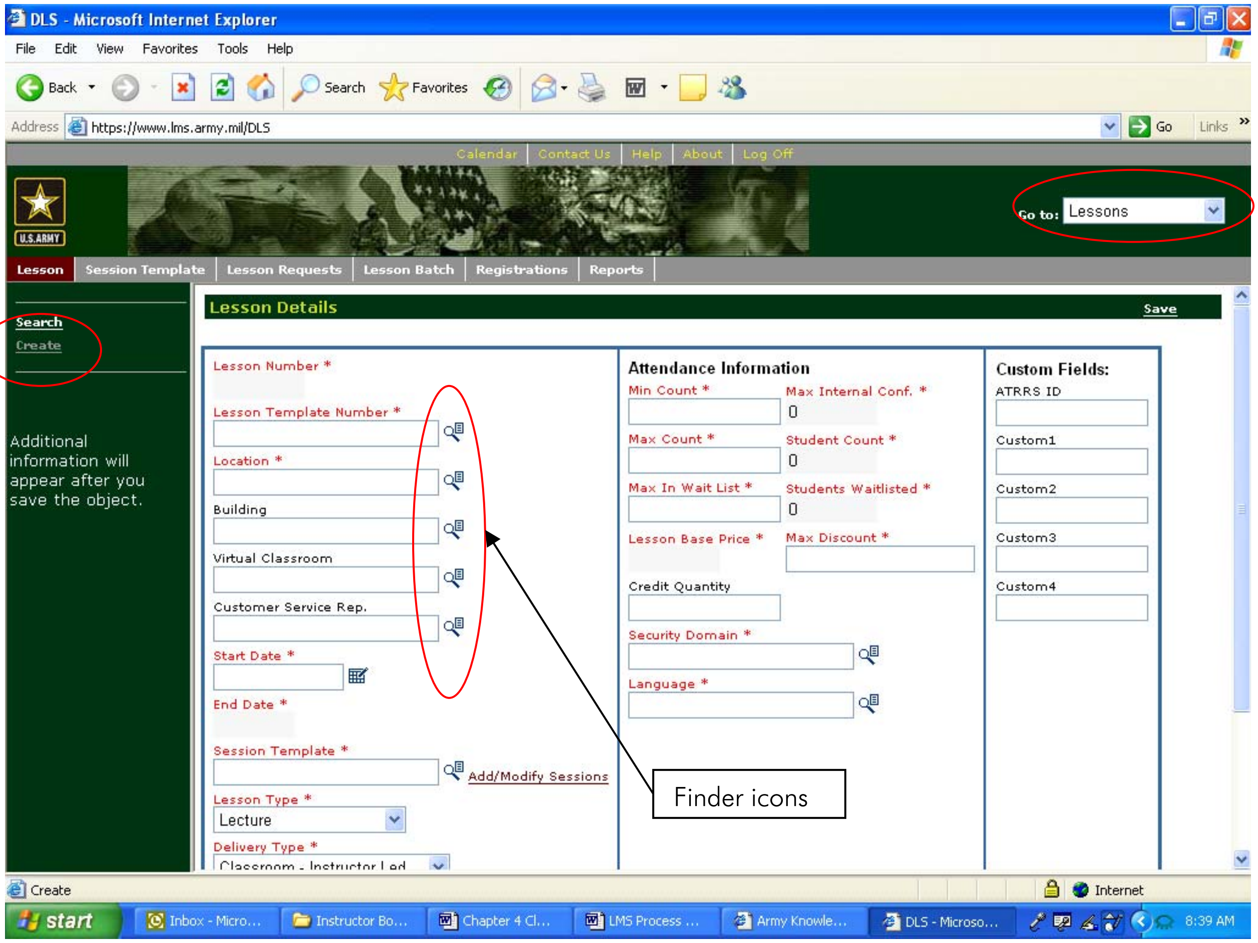


It is important that the CM/Sched know how the Course is to be executed. The Course structure in the LMS should tell him what he needs to know. When creating a detailed schedule of Lessons making up a Course Iteration, the CM/Sched should lay out the Lessons in the order of the Course's templates, e.g. day 1 is this, day 2 is this, and day 3 is this, and so on until the entire schedule is completed.

Note: Each course iteration must have at least one Lesson or product to be saved.

To schedule a lesson in the LMS:

1. Select **Lessons** in the **Go to:** drop-down menu.
2. Click the **Lesson** tab and then click the **Create** link in the Left Navigation Bar to display the Lesson Details screen that you will use to define and schedule a new lesson.



3. You must enter the **required** information below on the Lesson Details screen; you may add the **optional** information.

Required Information	Description
Lesson Number	Auto-generated based on Lesson Template. You cannot edit this field.
Lesson Template Number	Unique number for this lesson template
Location	Use the Finder to select a location for the lesson. **Note:** This field is disabled if the "Location/Facility Relationship" business rule is enabled. When you select a facility for the lesson, the location for the facility is automatically entered in this field.
Start Date	Use the Calendar to select a start date for the lesson.
End Date	Auto-generated based on Start Date and Session Template. Note that this field is grayed out, so you cannot edit it.

Required Information	Description
Session Template	Use the Finder to find and select a session template for the lesson. A session template is the weekly schedule that the lesson iterations are taught. It can be consecutive days and times, or it can non-consecutive days and times. For example, Monday - Friday 0900 to 1700 would be a session template. As would, Monday 1000 to 1200 then Thursday 1300 to 1500. These templates can also be created using the same steps described in the following link while scheduling a lesson. There is a link by Session Template field that allows you to create a weekly session template. For more information about Weekly Session Templates, see Creating a Weekly Session Template
Lesson Type	Select a lesson type from the drop-down menu. This is information only.
Delivery Type	Select a delivery type from the drop-down menu. This is information only.
Min Count	Enter the minimum number of students for the lesson.
Max Internal Conf.	This sets the maximum number of conferees (Learners auditing the Lesson) allowed. The default is 0.
Max Count	Enter the maximum number of students for the lesson.
Student Count	Number of students enrolled in lesson
Max in Wait List	Enter the maximum number of students who can be added to the lesson waiting list.
Students Waitlisted	Number of students on wait list
Lesson Base Price	Base price for this lesson
Max Discount	This field is not being used; enter a "0" if the field is required.
Security Domain	Select a security domain for the lesson from the pick list in the Security Domain field.
Language	Select the lesson language from the finder icon. Lessons can have more than one language. After the lesson is saved, a link, **Language**, is displayed on the left.

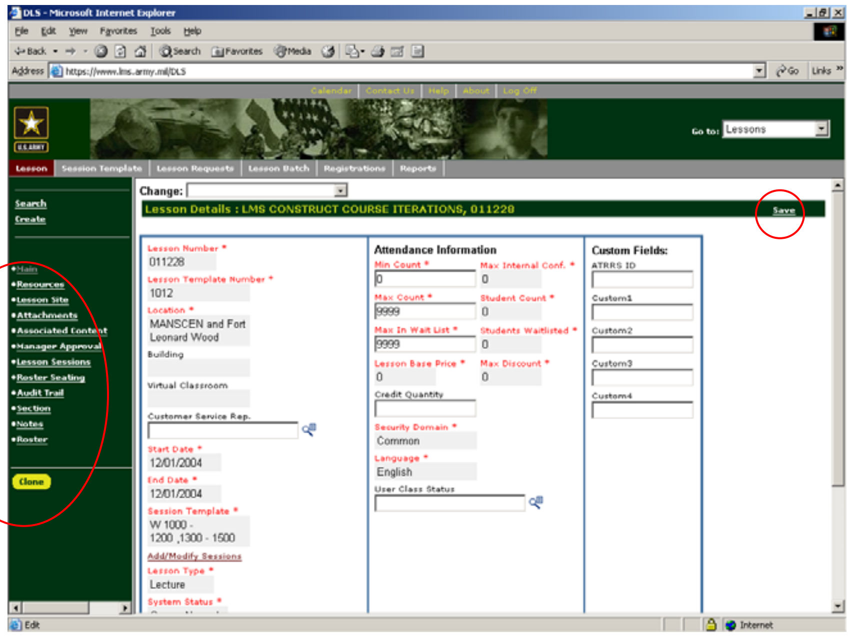
4. Enter any ***optional*** information for the lesson:

Optional Information	Description
Building	Use the Finder to select a building for the lesson. **Note:** This field is required only if the `Location/Facility Relationship'

Optional Information	Description
	business rule is enabled. If the business rule is disabled, this field is optional.
Virtual Classroom	The name of the service provider or the URL that offers the service. Use the finder icon to facilitate the search.
Customer Service Rep.	The point of contact (POC) for the service or URL.
Date Cancelled	The date the lesson referenced was canceled. This field is not editable.
OPTIONAL CHECK BOXES	
Display for Call Center	Select this check box to display the lesson in the Product Catalog for registrars.
Display for Web	Select this check box to display the lesson in the Product Catalog for learners, managers, and group administrators.
Internal	Select this check box to designate the lesson as for users.
External	Functionality not used. Should be left checked.
Available	Select this check box to make the lesson available for ordering.
<Custom Fields>	Enter information in any custom fields that have been defined. Currently the only custom field is ATRRS ID.

5. Click **Save** to save your information and to schedule the lesson.

Lesson Details Screen (Completed)



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Links for auxiliary functions in the Left Navigation Bar are:

- Main. This link returns the user to the Lesson Details screen after visiting screens connected with the other links.

- Resources. This link shows the CM/Sched the Resources currently required and scheduled (locked in) for this Lesson and allows the user to add/schedule new Resources. For resident Lessons, this is the means by which Facilities, such as classrooms are booked in the LMS. Building name/number information from the scheduled Facility can be used to complete the Building field on the Lesson Details screen, if previously left blank.

    - To add/schedule a new Resource, use the Add New Resource Type drop-down box to specify the type, then supply the Purpose and Sub-Type on the resulting screen. Clicking the Examine icon below name field on the Add New Resource screen will bring up the Find Resources screen to allow for further specification of the Resource desired. The Available for Lesson check box, if checked, will limit the search to only those Resources available during the time period specified for the Lesson session.

- Lesson site. This link displays the current location (Lesson site) for this Lesson. The location can be changed by using the Change drop-down menu on the main Lesson Details screen

- Attachments. This link displays any attachments already assigned to the Lesson and permits the CM/Sched to add new attachments (uploaded from storage or URL pointer) to the Lesson.

- Associated Content. This link displays any content already associated with the Lesson. Note that new content associations cannot be added to the Lesson.

- Manager Approval. This link allows the CM/Sched to see if the approval of a Learner's UTM is necessary to take the Lesson and to change the approval requirement from "yes" to "no" and vice versa.

- Lesson Sessions. This link provides the Session information for this Lesson, i.e. the scheduled date, time, and duration for the Lesson and the identification of the Session template and type. This information was supplied as mandatory data during the Lesson creation process (Lesson Details screen). To change the session already applied against the Lesson, the CM/Sched returns to the Lesson Details screen (Main) and selects Session Template/Start Date on the Change drop-down menu. He/she then follows the procedures for selecting or creating and applying a Session template.

- Roster Seating. This link allows the user to specify a number of reserved seats in the scheduled Facility for the Lesson, identified by unit (internal) or type (external).

- Audit Trail. This link provides a view of the user actions that have been performed on this Lesson object since its creation. The audit trail captures date/time of change, user making change, attribute changed, and previous and new values.

- Section. The Section field allows the CM/Sched to view any sections established for this Lesson and/or to add a new section or sections. In this context, a section is the same Lesson offered at a different location. Once the new section is "Saved", the user can make changes or add data additional fields, e.g. domain, attachments, seats.

- Notes. This field allows the CM/Sched to view or edit any existing text notes or to add new notes in free text.

- Roster. This link presents the user with the Lesson's roster, i.e. a listing of those Learners registered for the Lesson. Various Lesson icons allow the user to examine details and perform actions on Learners and manage the Wait List. The Lesson Actions drop-down menu allows the user to mark the Lesson "Delivered" (training completed) or "Cancelled".

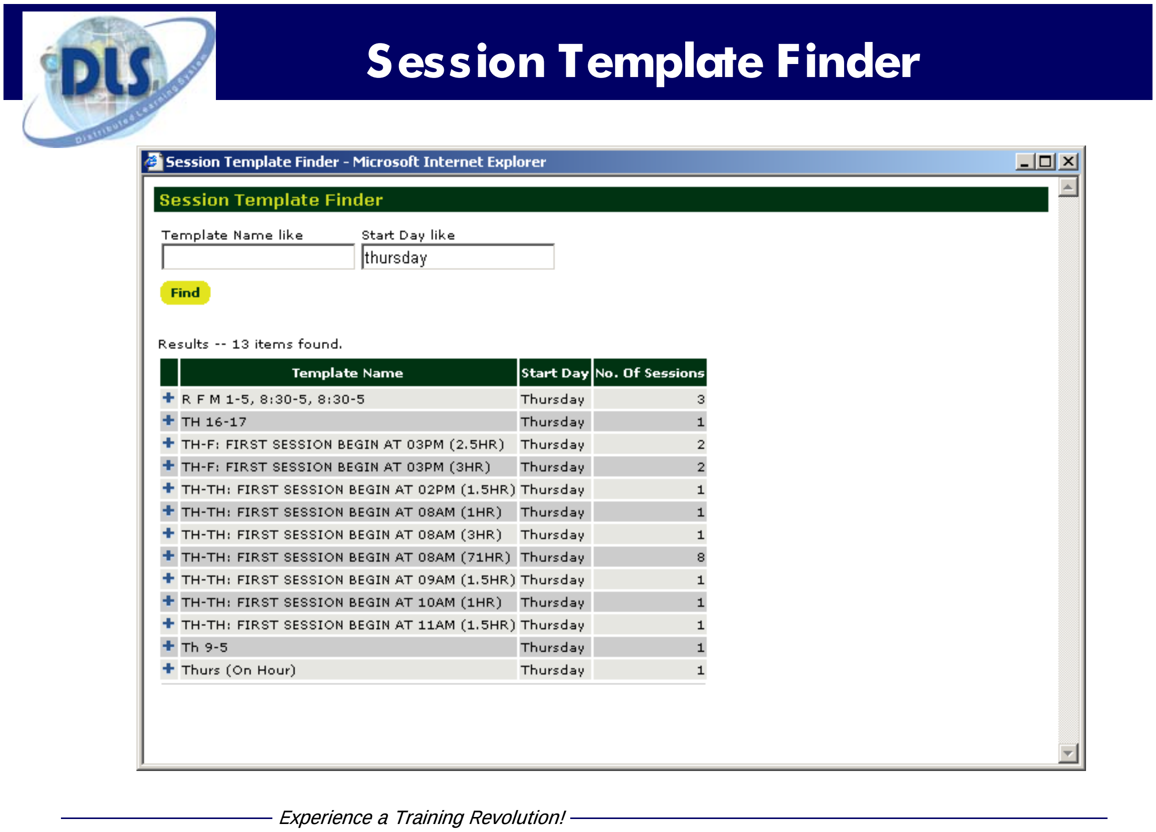
Clone Button. This creates a duplicate of the Lesson, except for the Start Date and Session Template mandatory fields. Once these fields are completed and the cloned Lesson is "Saved", the LMS assigns a new Lesson number to the clone.

4.3.2 Edit Lessons

After you have scheduled the lesson or event, you may edit the specified attributes or add additional information. If the CM/Sched knows the session template number, it can be entered in the "Search" criteria in the Left Navigation Bar or you can use the finder icon within the "Lesson Template Number" field in the Lessons Detail screen after selection of the "Create" link in the Left Navigation

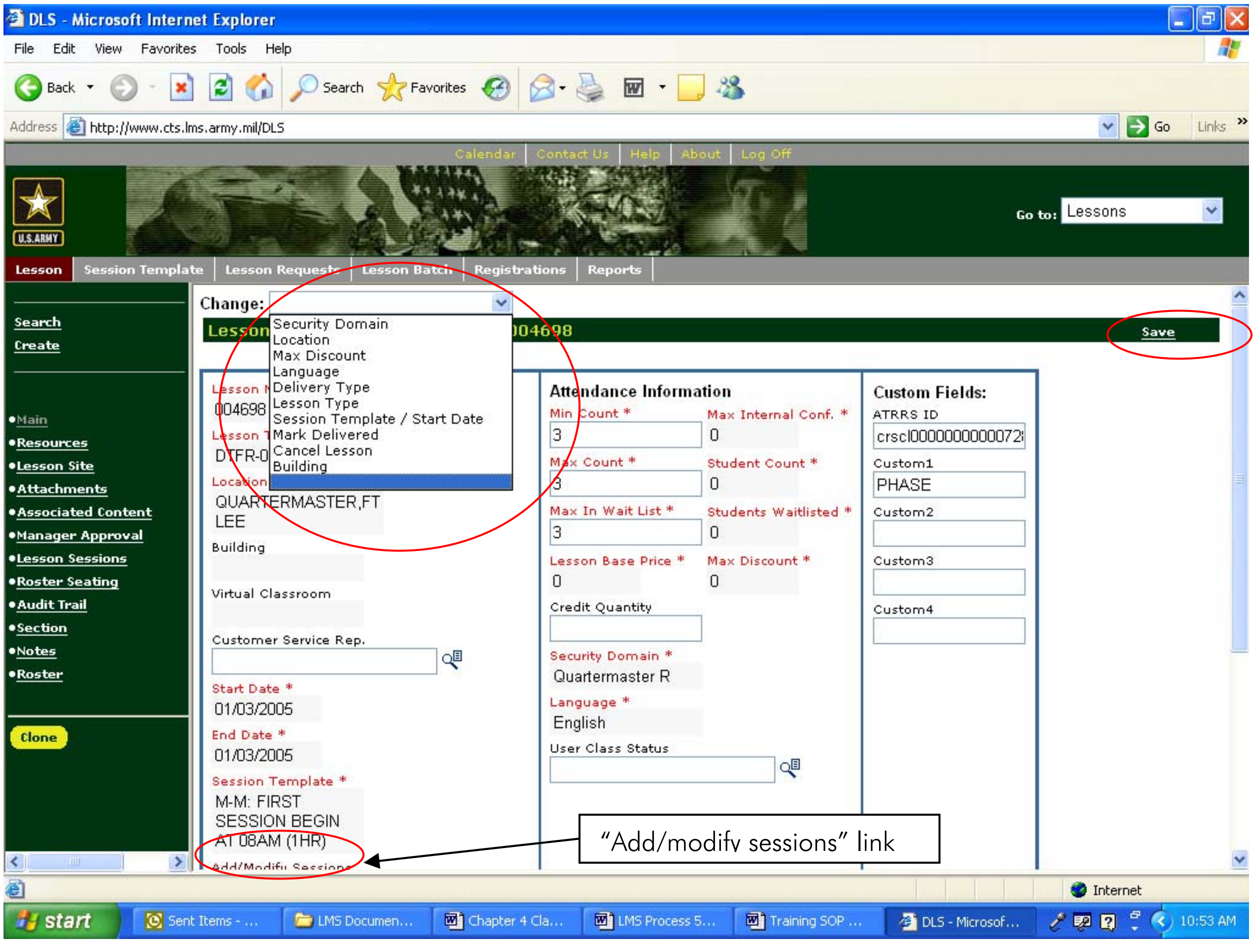
Bar. The finder icon will bring up all the sessions found using your search criteria, select the template name using the plus sign in the left column.

Clicking the Session finder will look like this…



Access session templates using the "Search" link by performing the following steps:

1. Select Lessons in the Go to: drop-down menu.
2. Click the Lesson tab and click the Search link in the Left Navigation Bar.
3. Enter the search criteria and press Go.
4. Find the desired lesson and click the Edit icon to display the Lesson Details page.
5. You can edit any information on the Lesson Details page that is not shaded by clicking in the field and making your change.
6. You can add or edit additional information (e.g., attachments, prerequisites) using the Left Navigation Bar links. See the discussion above for "Create Lesson Iteration" above for more information.
7. Be sure to click the SAVE link on the upper- and lower-right side of the screen to make the changes in the database. Otherwise, your changes will not take effect.



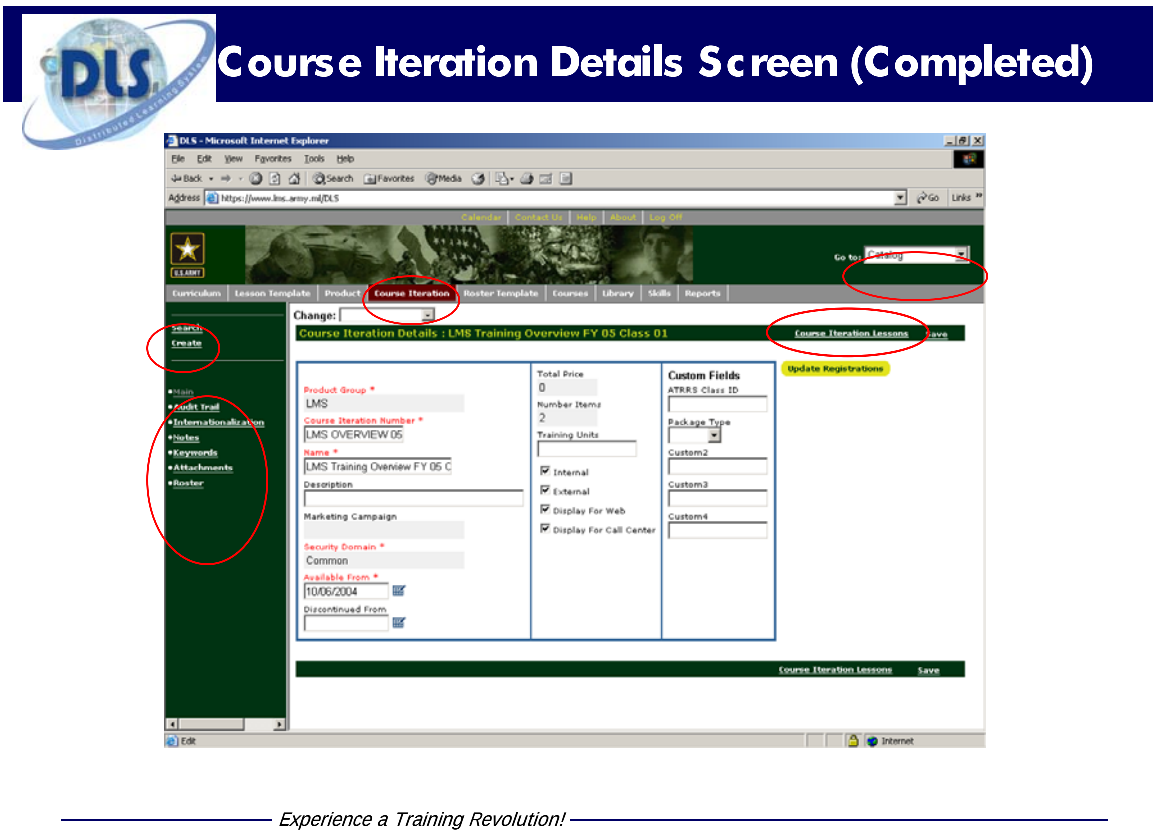
If a Session template that EXACTLY fits the criteria needed for this Lesson does not exist, DO NOT EDIT the template. If it is changed, any Learner any where who has a class scheduled using this session template will have his schedule information changed. Instead of editing an existing Session template to adjust it to your scheduling needs, create a new Session template.

To build a session template, navigate to the Lesson details screen and click on "add/modify sessions." The naming convention follows the format: use one or two letters for the day of the week (M, T, W, TH, and F, S, Su), followed by a space, and followed by the start time-hyphen-end time in military time. (Ex: W 0900-1130).

4.3.3 Adding Lessons to the Course Iteration

The CM/Sched builds course iterations by adding Lessons as Learning Offerings. This is accomplished using the Course Iteration tab in the Catalog drop-down menu. To bring up a new Course Iteration Details screen:

1. Select **Catalog** from the **Go To:** drop-down menu.
2. Select **Course Iteration** from the Horizontal Tab Bar
3. Select **Create** in the Left Navigation Bar.

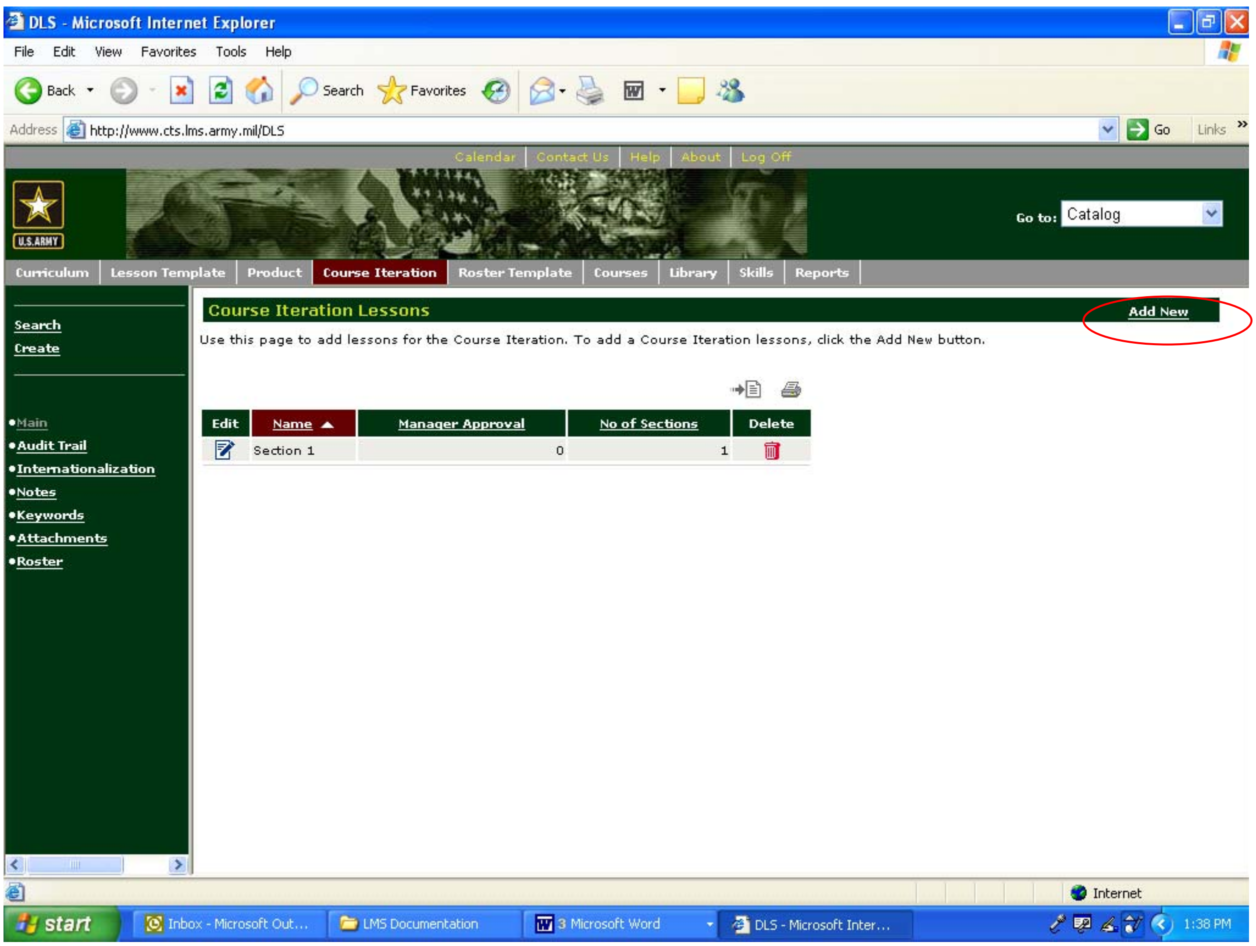


The mandatory fields are:

- Product Group: Click the finder icon which brings up the Product Group Finder. Click the "Find" button and select the applicable Product Group by clicking on the plus sign in the left hand column.
- Course Iteration Number: This is a shortened version of the Course iteration name (see Name Field below). For example, EN for Engineer, RC for Reclass. This is a searchable field for Learners trying to locate Course iterations in the catalog.
- Name Field: ATRRS provides this entry for ATRRS manages courses. The TPIO naming convention for Course iteration names is: ATRRS School Code, Proponent Name, Course Title, Course Type, and Course Number (Fiscal Year and iteration). Ex: 052 Engineer 21B10 Reclas WDL 05-03. Essentially, it is the same as the Course name, only with the iteration number added to the end.

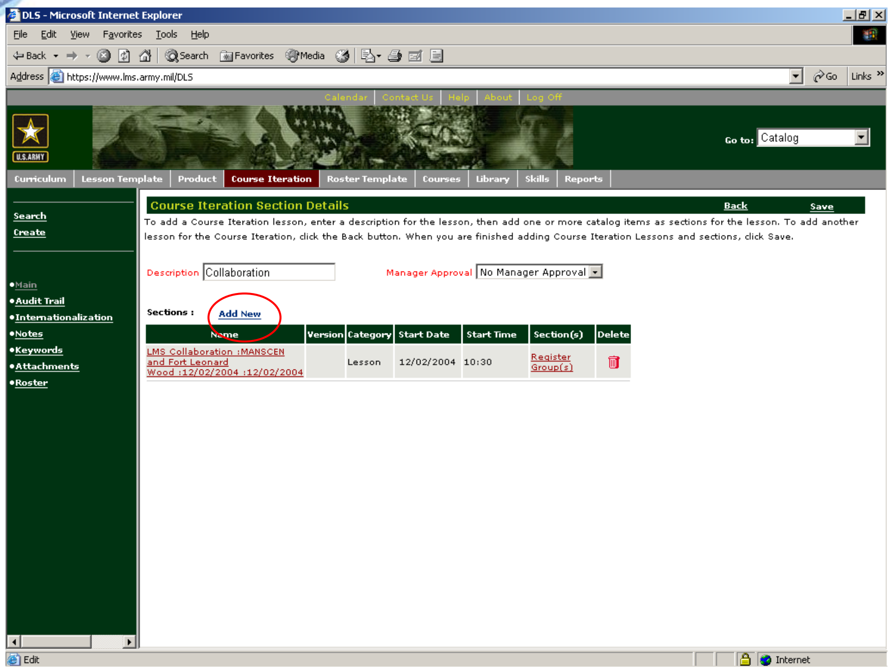
- Description Field: Optional field, this is an unformatted text field used for the course iteration description. The text entry in this field will be displayed in the course catalog.
- Marketing Campaign Field: Not used.
- Security Domain: Use the finder icon which will take you to the domain finder screen click the find button select your domain by clicking on the plus sign in the left column.
- Available From: This date Determines for registration. To select the date, click on the Calendar icon select the month and day and year and field will be automatically filled.
- Discontinued From: This field determines the date upon which the course iteration will no longer be visible in the catalog or available for registration.
- Customs Field: ATRRS managed.

To add Lessons to your iteration, click the **Course Iteration Lessons** link on the Course Iterations Details screen (upper right corner). This brings up the Course Iteration Lessons screen.



After clicking the "**Add New**" link, the Course Iterations Section Details screen will allow for adding Lessons to the Course Session.

Course Iteration Section Details Screen



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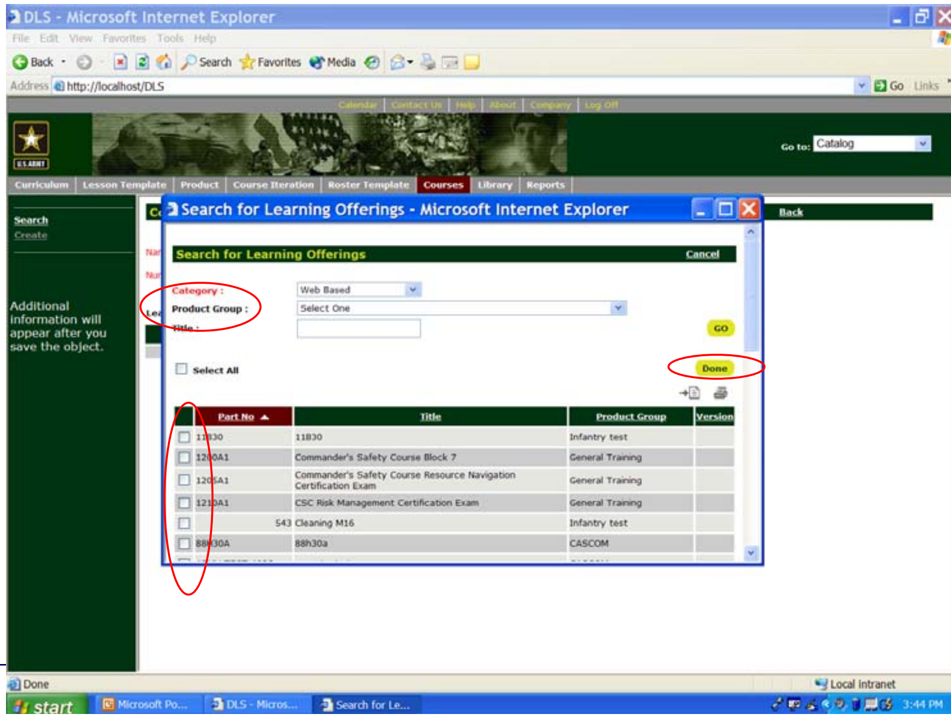
Although this screen is called the Course Iteration Section Details screen, it is really used for adding Lessons to the iteration. CM/Sched provides the Lesson name in the Mandatory Description field. This is how it will appear on the Learner's Homepage Registrations page, Calendar, and transcript. Generally, Manager's approval is not needed. Leave the default value of "No."

Click the "Add New" link. Enter the "Search" criteria for the learning offering requirements.

Learning Offering Selection Input

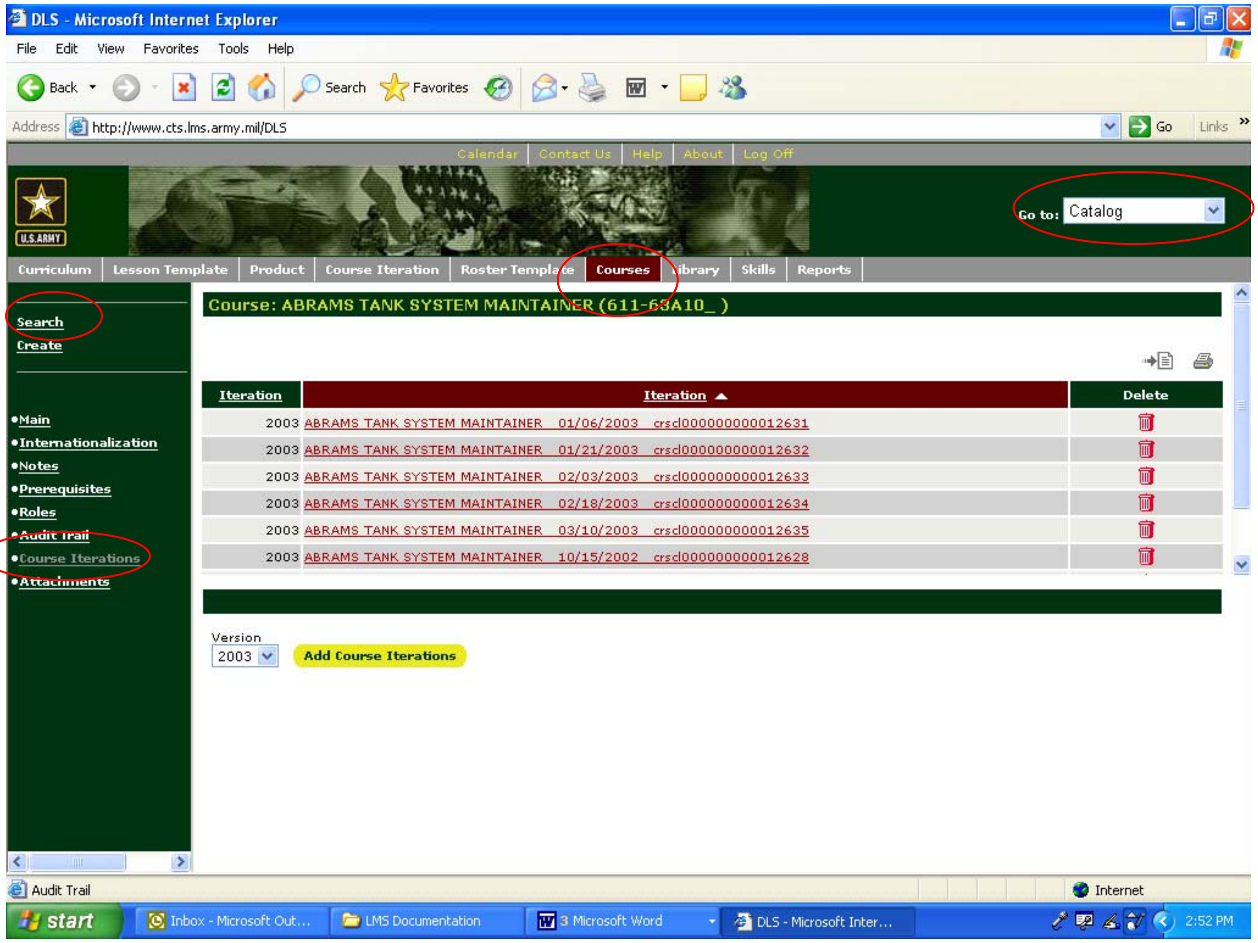


Use the checkbox that corresponds to the LOs that appear after the search to select which LO you want to include in your Module. Note: Clicking multiple check-boxes is allowable but will result in Sections for Lessons, not additional Lessons. Click "**Done**" when complete.

Click "**Go**" to return to the Course Module Details screen. Click **Save** and Back to see your Lesson added to the Module. Repeat the process as needed until all of the Module's Lessons are added.

4.3.4 Associating the Iteration with the Course

After completing the construction of the Course iteration, CM/Sched must remember to associate the iteration with the original Course. This is done from the original Course's Course Details screen.



4.3.5 Adding/Editing a Course Iteration

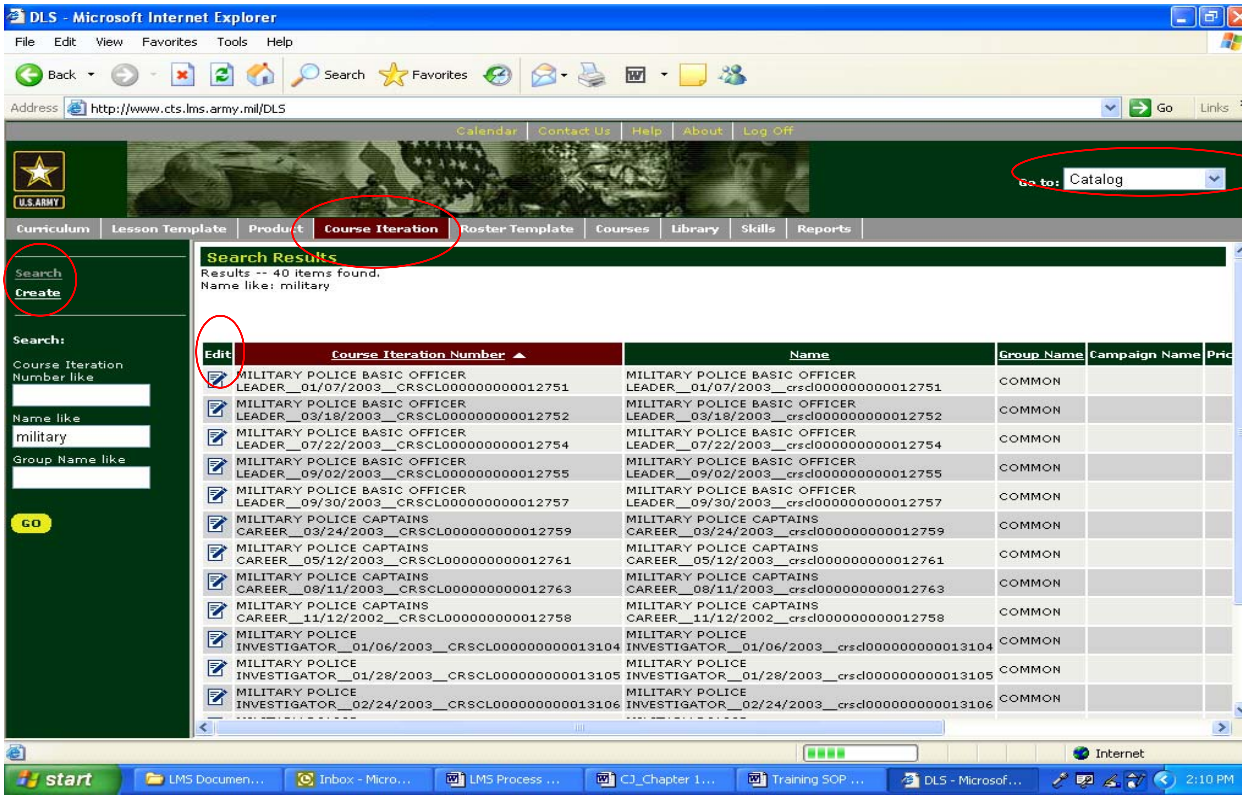
The CM is responsible for ensuring that the aggregating of scheduled Lessons and Resources for the Courses created and cataloged in the LMS. The CoM has accomplished the creation and publishing of the product contents within the LMS. Afterwards the Class Manager and/or Scheduler create the course iterations. The CM must now ensure that the course iterations are maintained as far as currency of the administrative data and lessons.

4.3.5.1 Adding Administrative Data

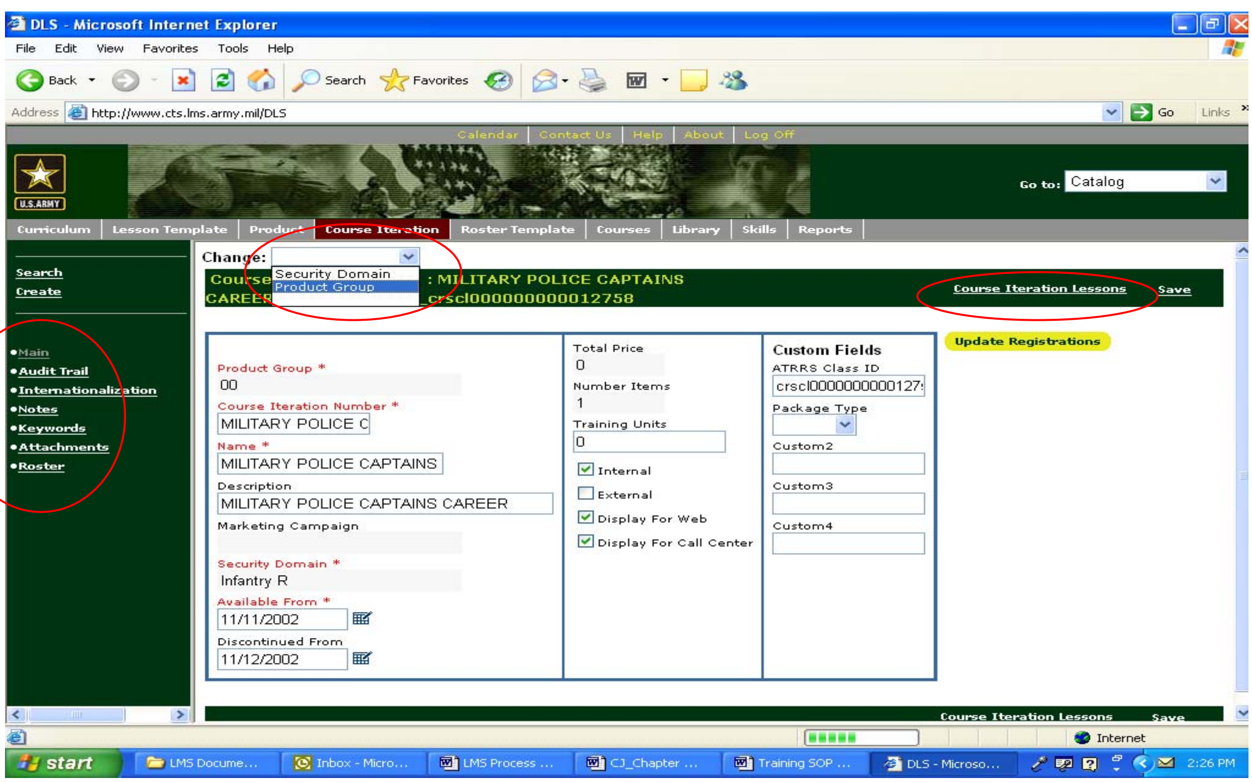
The CM searches and locates the course iteration in the Catalog, bringing up the Course Iterations Details screen.

1. Click "**Catalog**" on the **Go to:** drop-down menu.
2. Click on "**Course Iteration**" on the horizontal tab bar.
3. Click on "**Search**" and enter criteria to find and edit an existing course iteration.

Note: To add a new course iteration, the CM clicks on "**Create**" from the Course Iterations Details screen.

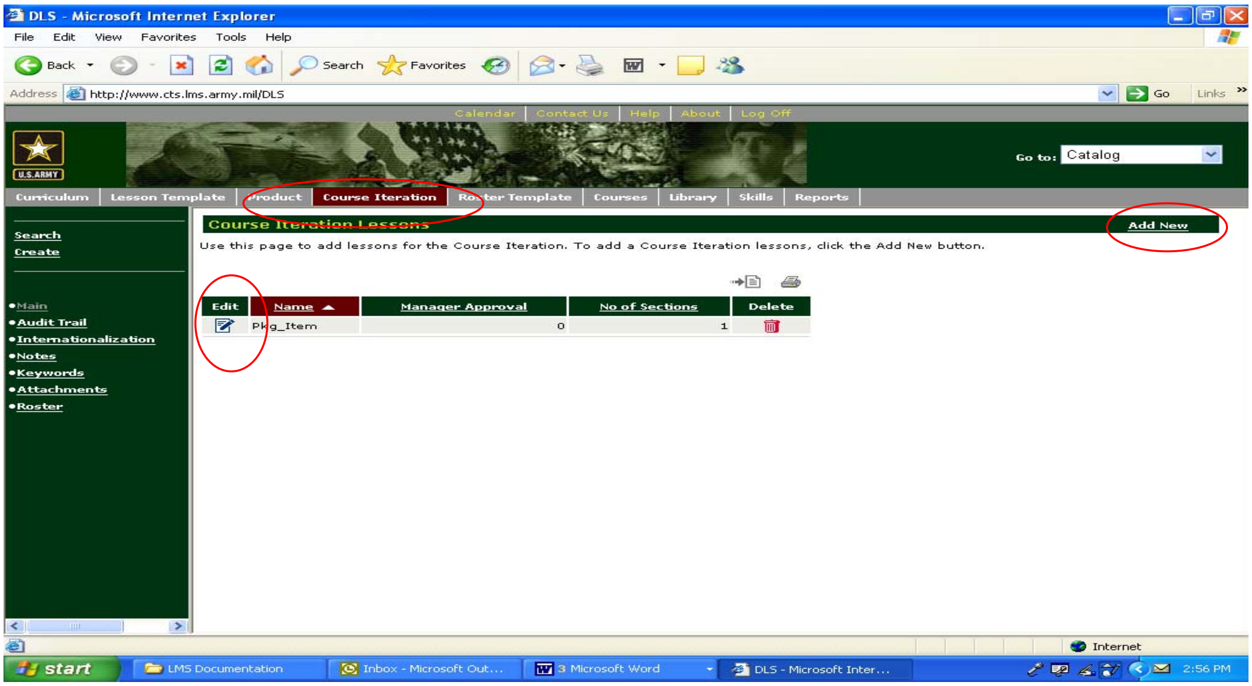


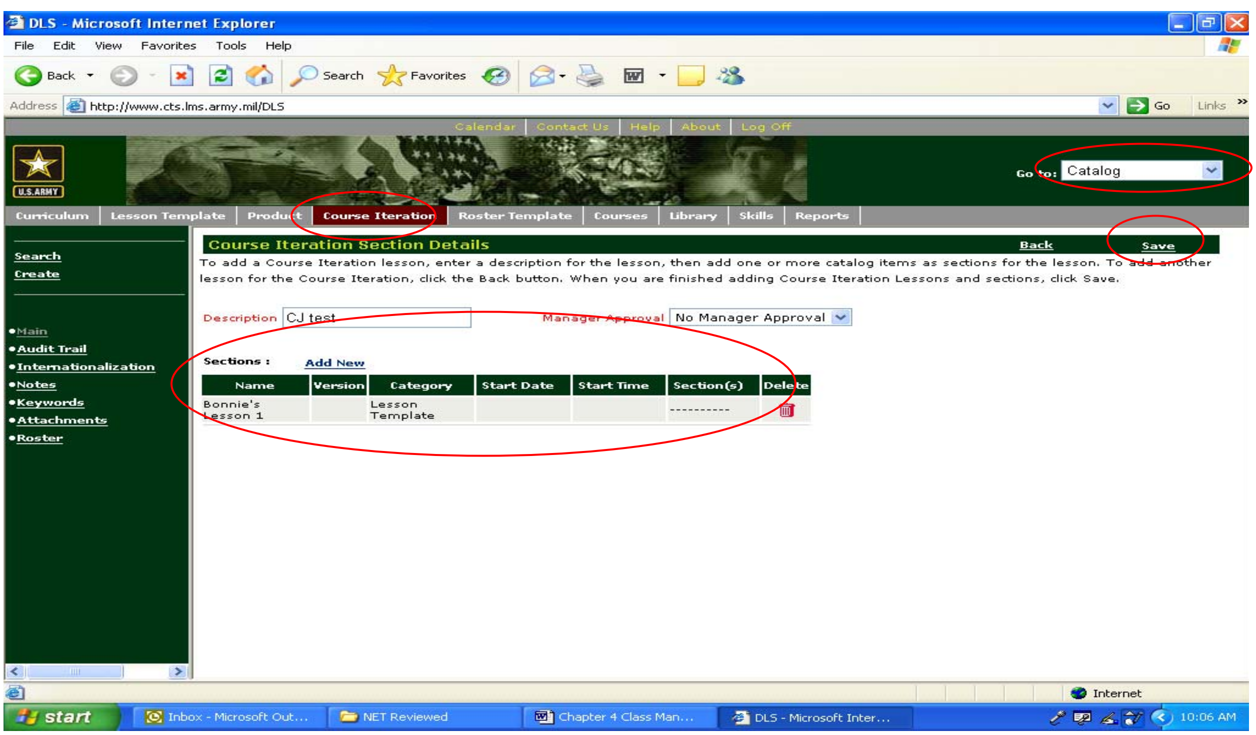
The CM will click "**Edit**" on the applicable course iteration to display the basic course administrative data and update available fields as required.



4.3.5.2 Adding Lessons to the Course Iterations

This functionality is accessed by clicking on "**Course Iteration Lessons**" on the right side of the screen title bar. The system makes the Course Iteration Lessons page available. The CM can edit an existing lesson or choose to "**Add New**".





The CM must click "Save" on the Course Iterations Details screen to update the product data.

In addition to the fields presented for data entry or edit on each of the Course Iteration/ Lesson/Section Details screens, the LMS provides links which activate other screens designed for supplying or reviewing additional information about that particular training block. These links are found listed vertically on the LeftNavigation Bar of the Details screens. The links are:

- Audit Trail. The audit trail lists the modifications made to the Product. It lists the user who changed it, the attributes changed, along with the date and time of the change.

- Internationalization. Not used. Since the system already contains a Language field (Lesson level) and Foreign Disclosure fields (Course and Lesson levels), this field is redundant.

- Notes. This field offers the CM the opportunity to make text remarks of any nature about the Product. Content is added by clicking on "Add New" on the black, horizontal Notes bar.

- Keywords. This function allows the CM to select from a pre-determined list of words that searchers can use to locate this Lesson. The word should have an intuitive connection to the training contained in the Lesson, e.g. "maps" for a Land Navigation Lesson.

- Attachments. This link provides the CM the opportunity to attach supplementary material(s) to the Product. It can be a file or files uploaded from a directory specified by the user, one or more URLs to Web-based material(s), or both.

- Roster. This link allows the CM [and CoM] access to the iteration (Course or Lesson) roster. The roster is a useful tool for many Instructor functions to include recording attendance and grades. Learners on the roster may be managed individually or collectively, as a class, section or group.

4.4 Course and Product Catalog (Training Catalog)

The Catalog functions allow you to search available learning offerings (courses, phases, modules, lessons) and products on a variety of criteria, including name, Military Occupational Specialty (MOS), skill level, and location. It provides descriptions, availability and schedule information, as well as automated links to Registration. This includes training shortfalls and knowledge gaps based on requirements and the Learner's training history.

4.5 Resource and Event Scheduling

The Resource and Event Scheduling functions (Section 3.3) allow for the short range scheduling (less than one year) of Instructors, classrooms, equipment and materials; production and distribution of schedules; and changing of schedules. Your functions include:

- View Lesson Details (including Schedule)
- Assign Resources
- Designate Qualified Instructors
- Assign Class Managers and Subject Matter Experts
- Assign Learners to Groups, Sub-Groups, and Sections

4.5.1 View Lesson Details (including Schedule)

When you need to see if resources have been assigned to lessons or other learning events or to edit the names or types of resources already associated with the item, you must first view the lesson details. Lesson details are further addressed in Section 4.3 of this handbook.

4.5.2 Assigning Resources

Managing lessons includes assigning resources. In the LMS, resources are defined as the following:

Employee – Generally an instructor, either military, civilian, or contractor
Equipment – Items that are not consumed during a lesson, such as an overhead projector, an engine stand, etc.
Inventory – Items that are consumed during a lesson, such as pencils and notebooks, ammunition, etc.
Facility – Location where the lesson will take place.

Resources are assigned to courses by creating templates (see Section 4.3) for template creation procedures). All learning items created by using the template inherit the resources defined in the template. While the resources are inherited, they can be modified. You must add resources at the course level or lesson level. The lesson session template usually contains a built-in suite of generic resources. For example, the template may require an Instructor and a classroom. However, the template will not choose the specific Instructor or reserve a facility. You must add these details.

If the resource is available, the LMS schedules that resource to the course or lesson for the times and dates specified. If any of the resources scheduled need to be shipped, then the LMS enters the necessary information for product distribution. Once the resource has been scheduled, the LMS decreases the quantity of inventory and equipment and the availability of Instructors and classrooms. Once you have assigned a resource to a lesson, no other lesson can use it.
If the resource is not available, then the LMS informs you there is a problem. The cause could be one of several possibilities:

The resource quantity is exhausted.
The resource has already been allocated to another course.
The resources for this lesson exceed the quantity reserved for the course.

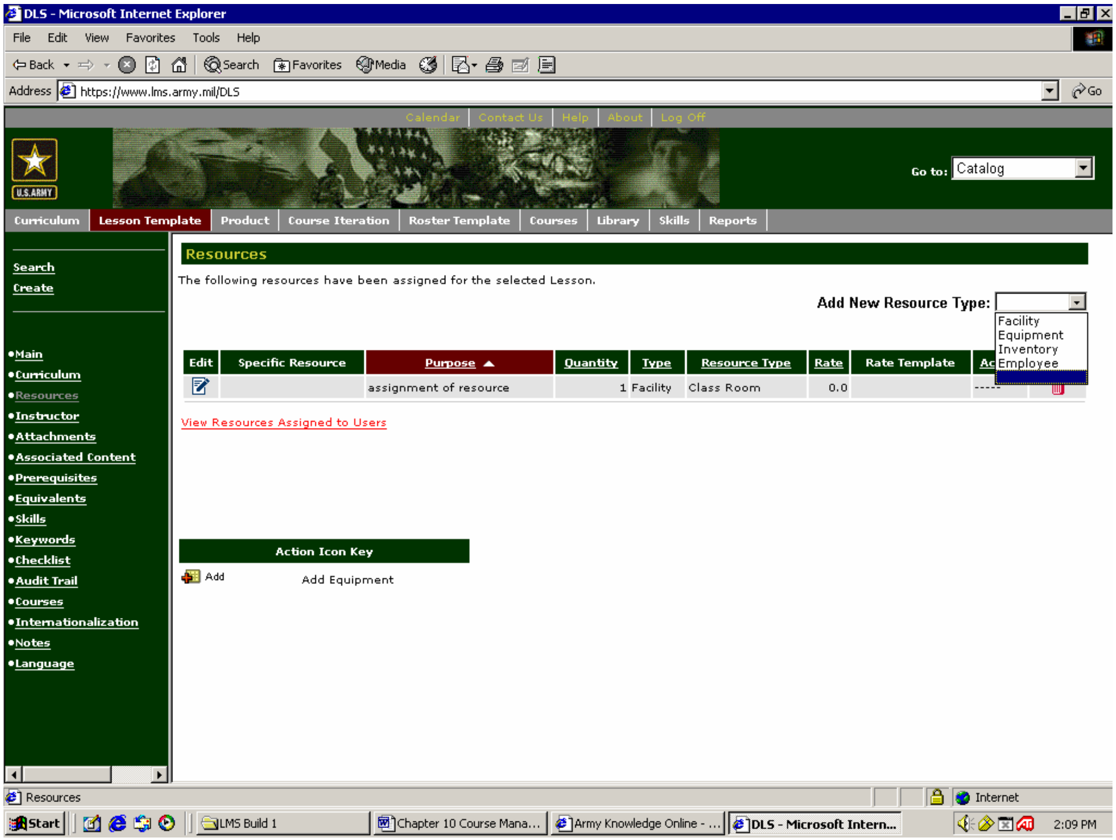
Resources assigned to a lesson template will be inherited by lessons created from that template.

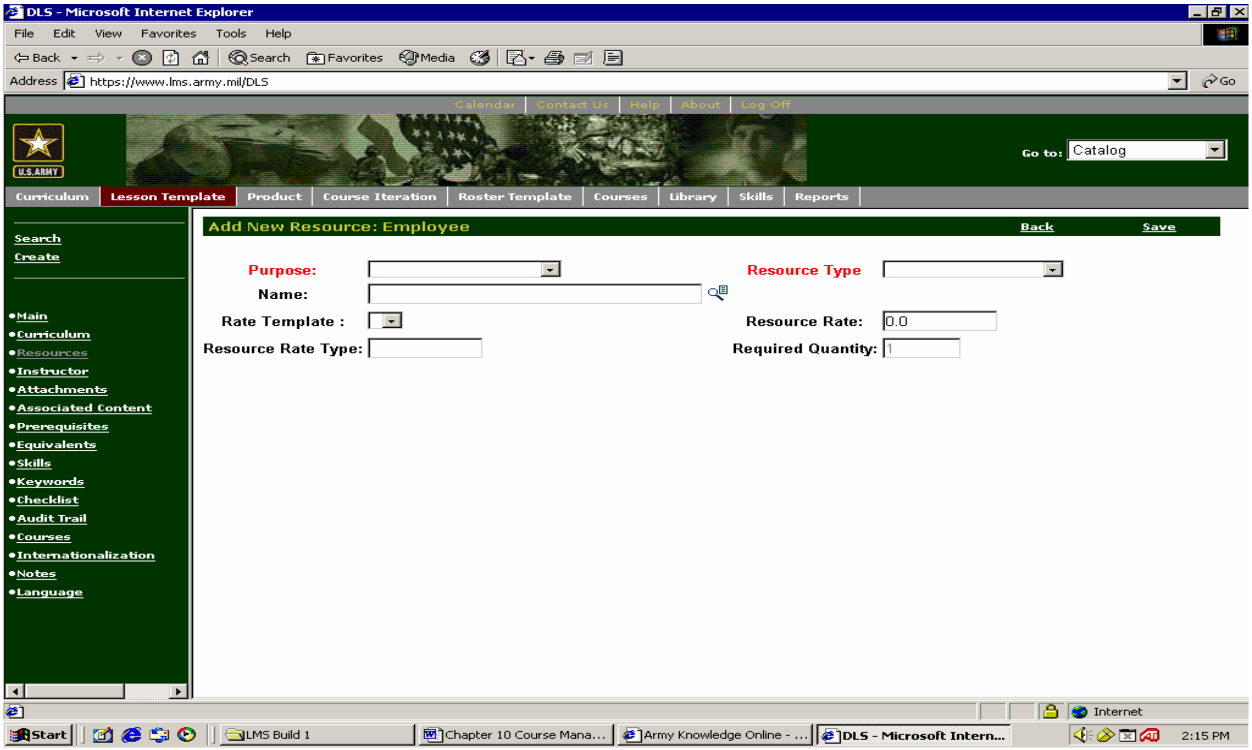
4.5.3 Assigning Resources to Lessons

To assign a resource type for a lesson template in the LMS:

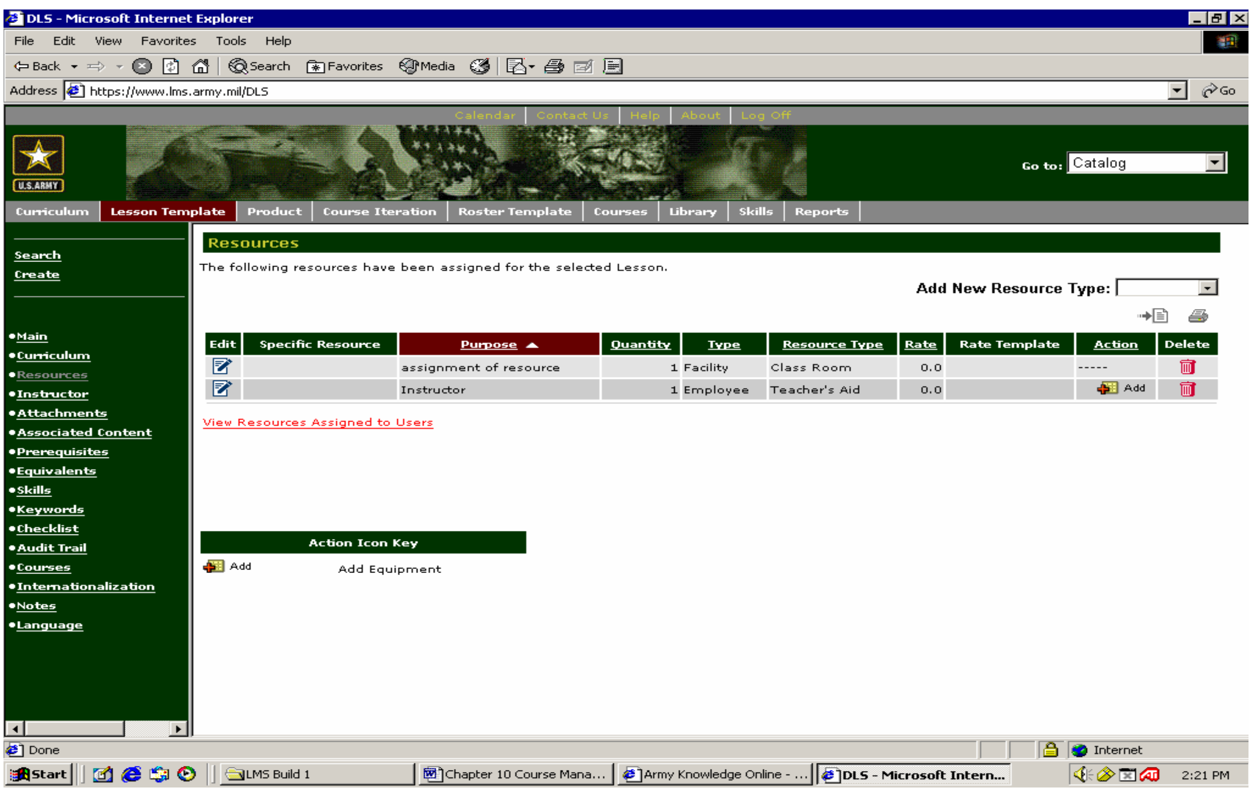
Select Catalog in the Go to: drop down menu
LMS defaults to the Lesson Template tab.
Enter Search Criteria and Click "GO" to find the applicable lesson template.
Click the Edit Icon for the applicable Lesson Template which displays the Lesson Template Details page.

Click Resources link in the Left Navigation Bar to display the Resources page.
Select a resource type from the Add New Resource Type dropdown list.





Input the purpose and choose a Resource Subtype. Click Save to assign the resource.



This resource will be inherited by all of the scheduled lesson iterations based on this template.
CMs also have the option of selecting the Finder Icon tool next to the Name box to find the resource you desire. Enter the search information and select GO to return a list of possible resources.

Note: if you are searching for “employees,” you can select the check box for “Qualify for Lesson” to return only those Instructors, SMEs, etc. who are associated with the lesson.
Click “+” next to the resource you want; this will automatically populate additional fields in the Resources page. To delete the resource simply click the trash can icon in the same row as the resource.

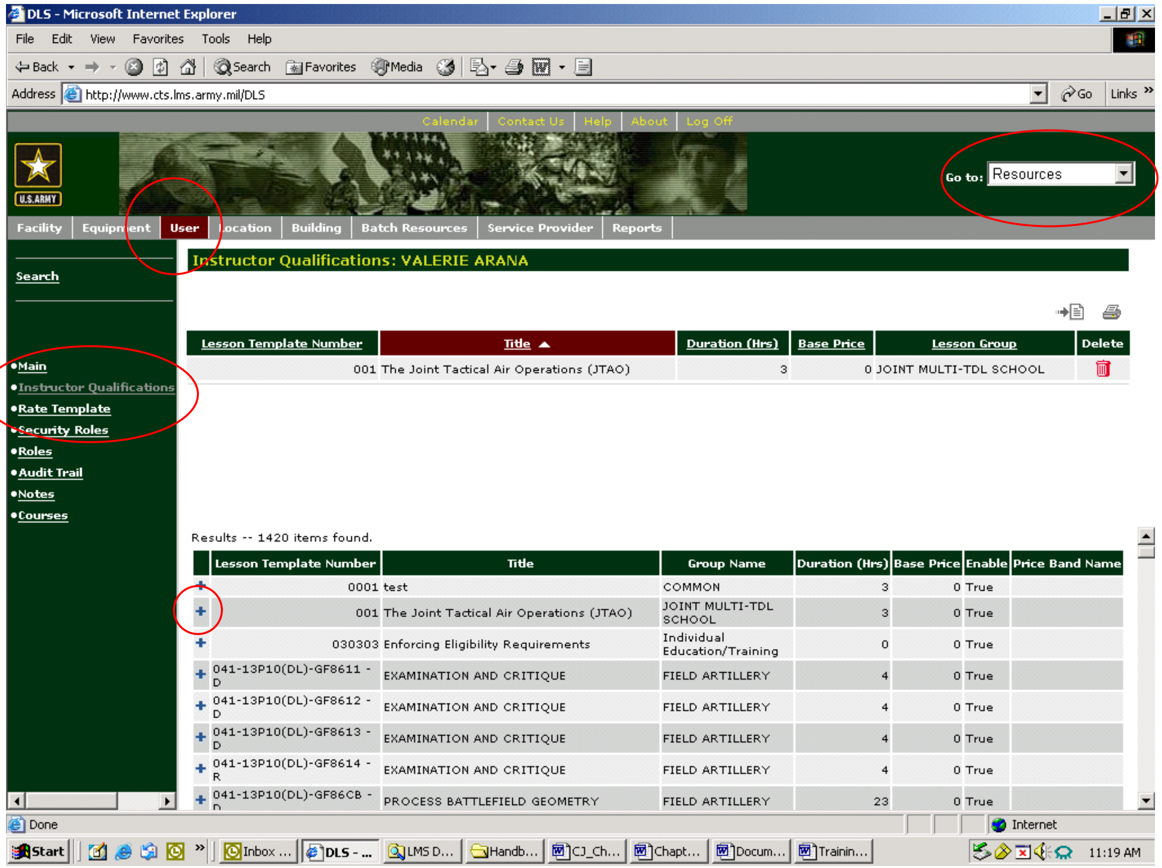
4.5.4 Designate Qualified Instructors

Any user in the LMS who has been designated as a resource is eligible to teach lessons. However, CMs will want to designate certain users as “qualified instructors” for lessons in specific courses. Designating users as qualified instructors (for courses) enables class administrators, when searching for users to serve as instructors for a lesson, to limit their search to users who are qualified instructors for the course.

To designate a user as a qualified instructor for one or more lessons using either the People or Resources module from the Go to: drop down menu in the LMS:

Click the User tab and search for users.
In the search results, click the Edit icon for the user. The User Details page appears.
Click the Instructor Qualifications link in the Left Navigation Bar to display the Instructor Qualifications page.

Use the search fields at the bottom of the page to find the lesson template.
In the search results, click the “+” icon next to the name of the lesson template to add that to the list the user is qualified to teach.



Note: Each lesson iteration created using the lesson template will inherit the ability to assign the instructor as qualified.

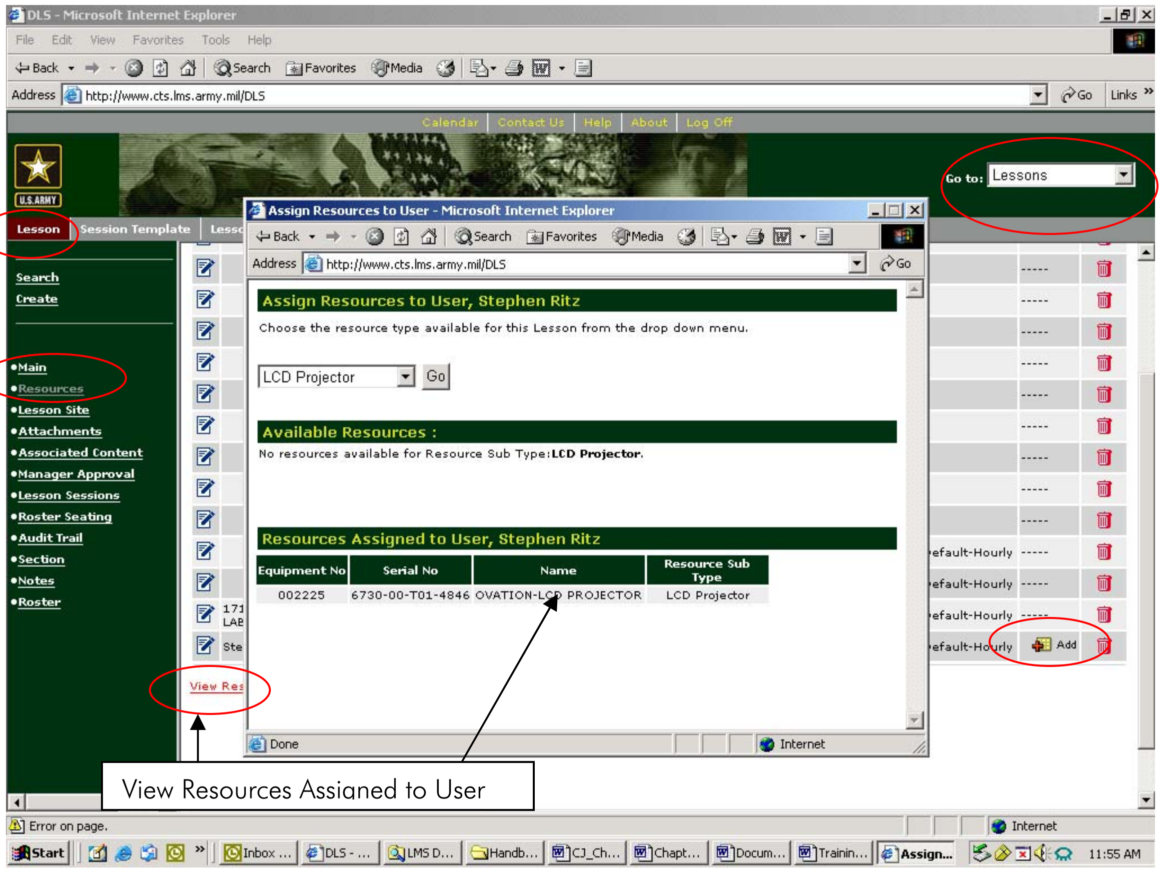
4.5.5 Assigning Resources to Instructors

The LMS allows you to assign specific resources to Instructors of lessons. Assigning resources to specific Instructors increases the accountability of resource management and facilitates tracking lost or missing resources.

For lessons, the LMS allows the CM to assign resources to the Instructors responsible for delivering learning. This facilitates the tracking of equipment and other resources provided for particular training activities, and provides for better accountability.

Select Lessons from the Go to: dropdown list.
Click the Lessons tab (this should be the default)
Search for the Lesson and click the Edit icon to display the details of the lesson.
Click the Resources link in the Left Navigation Bar. This will display the resources assigned to the lesson.
In the Action column, select the Add icon, which has a plus sign and the words "add" next to it. The LMS will allow you to assign resources to any human resource. This will launch another window that lists all the resources assigned to the lesson as well as any already assigned to the instructor.

To add a resource, select the resource type from the dropdown list and click GO. This will list all resources assigned to the lesson that are of that type.
Click the check mark icon under the Assign column to assign the resource to the Learner. This will automatically decrement from the available resources from assignment, thus preventing you from double assigning the same resource twice.
The assignment has been automatically saved, so you only need to "close the screen"
To view or delete the assigned resource, click the "View Resources Assigned to Users" link under the roster. Deleting the assignment will automatically put the resource back in the pool of assignable resources.



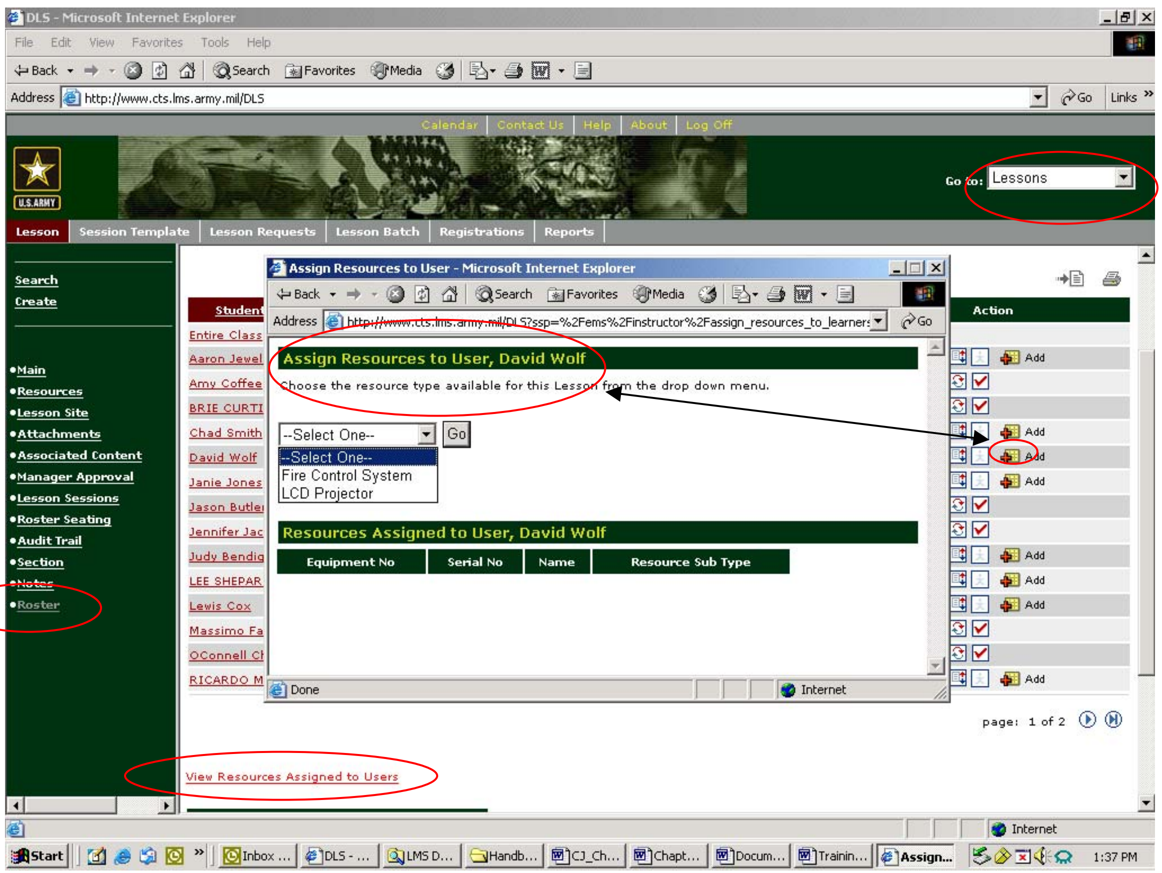
4.5.6 Assigning Resources to Learners

For lessons, the LMS allows the CM to assign resources to specific Learners. This facilitates the tracking of equipment and other resources provided to Learners in a particular lesson, and provides for better accountability.

To assign resources to Learner, follow these steps:

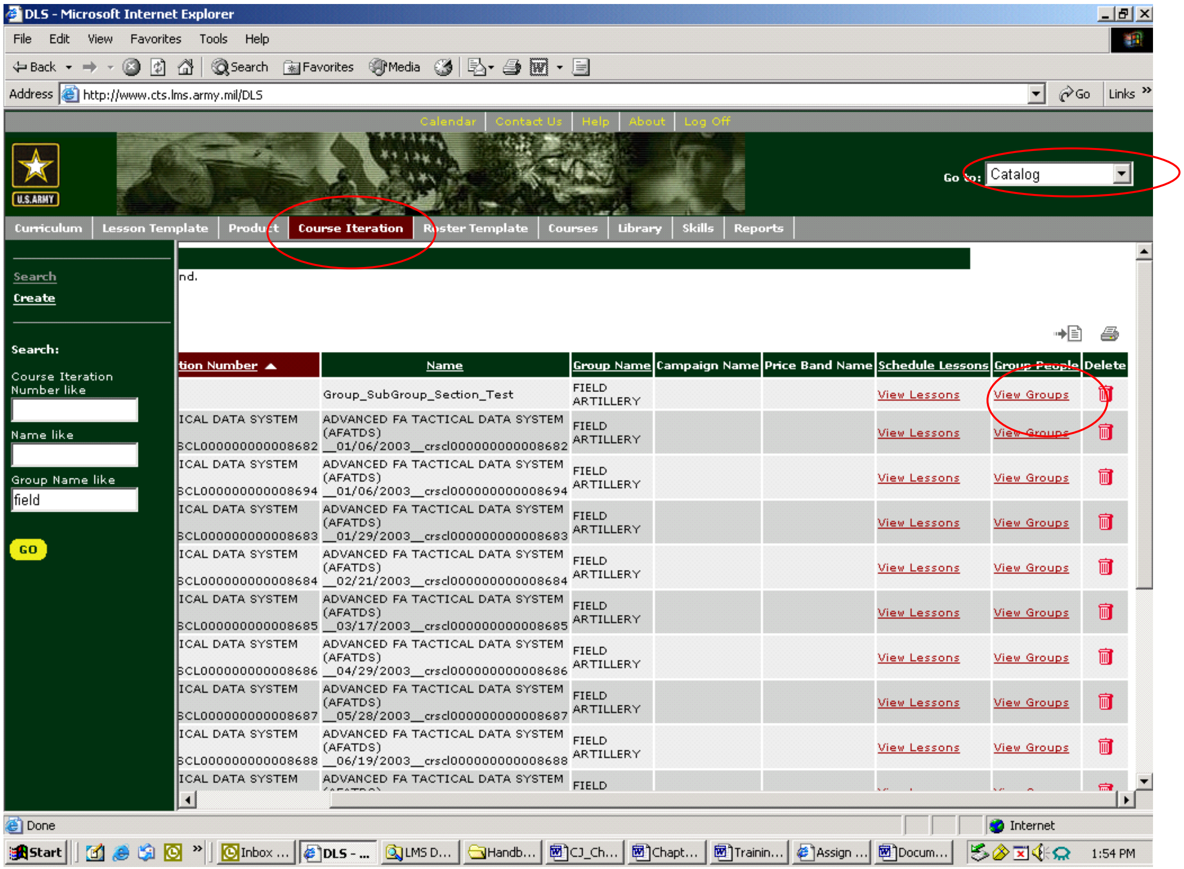
Select Lessons from the Go to: drop down menu.
Click the Lessons tab (this should be the default)
Search for the Lesson and click the Edit icon to display the details of the lesson.
Click the Roster link in the Left Navigation Bar. This will display the roster for the lesson.

In the Action column, select the Add icon, which has a plus sign and the words "add" next to it. The LMS will allow you to assign resources to any Learner with Open-Normal Registration status. This will launch another window that lists all the resources assigned to the lesson as well as any already assigned to the Learner.
To add a resource, select the resource type from the dropdown list and click GO. This will list all resources assigned to the lesson that are of that type.
Click the check mark icon under the Assign column to assign the resource to the Learner. This will automatically decrement from the available resources thus preventing you from double assigning the same resource twice.
The assignment has been automatically saved, so you only need to "close" the screen.
To view or delete the assigned resource, click the "View Resources Assigned to Users" link under the roster. Deleting the assignment will automatically put the resource back in the pool of assignable resources.



4.5.7 Assign Learners to Groups, Sub-Groups, and Sections

The LMS allows managers of the course iterations to assign learners to groups within course iterations. The hierarchy is as follows: groups, sub-groups, and sections. Learners are assigned at the section level, and there can be multiple sections within a subgroup. Furthermore, sections can be assigned to specific lessons within the course iterations. Learners can register for course iterations, but do not necessarily have to register for each item in the iteration. This functionality gives the iteration manager the ability to group learners and manage the lessons (including start dates and locations) that they complete.



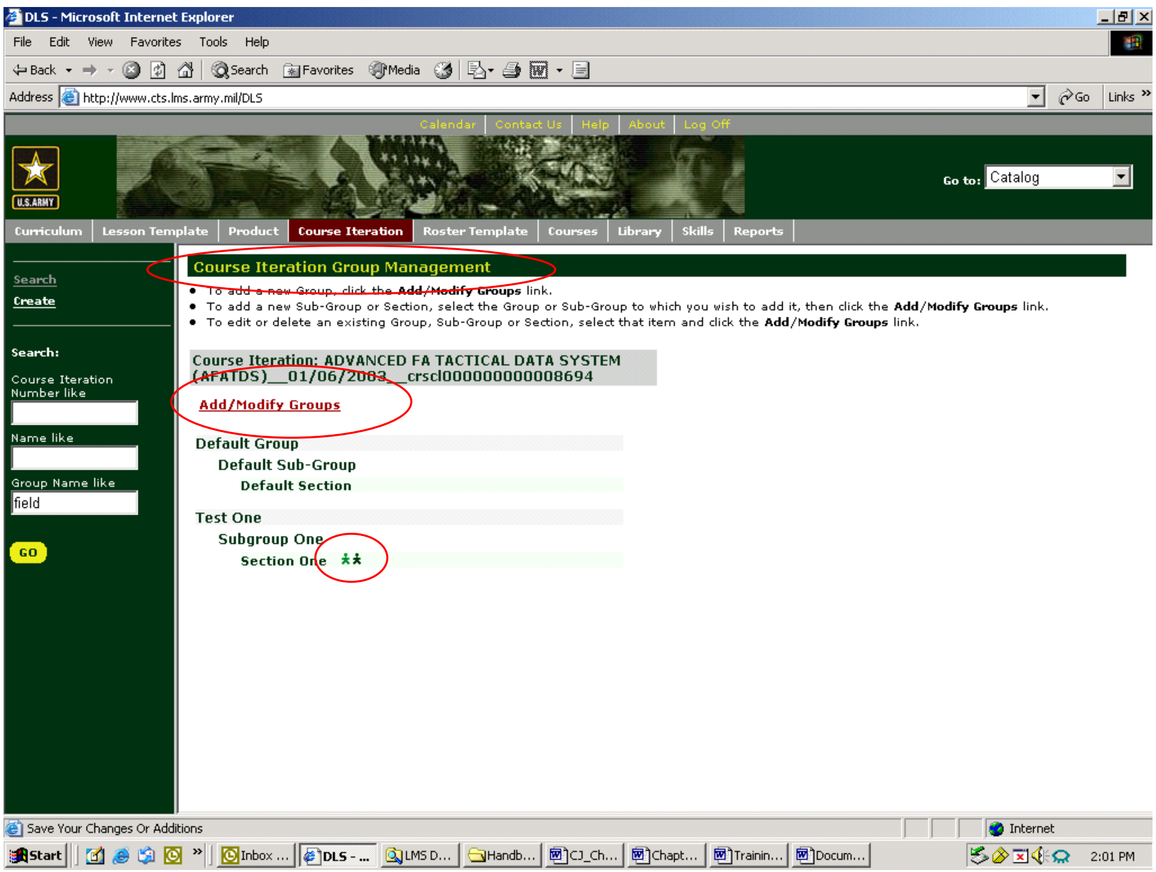
4.5.7.1 Creating the Group Hierarchy

Follow these steps to create the group hierarchy:

Select the Catalog module from the Go-to: drop down menu.
Click the Course Iteration from the Horizontal Tab Bar.
Enter Search criteria to find the desired course iteration, and select "View Groups" link. This will display the course iteration groups, sub-groups, and sections already created. By default, the LMS creates default groups, sub-group, and section where all learners are grouped until moved.
Click Add/Modify Groups to create a new group, sub-group, or section. If you wish to add a sub-group or section to an existing group or subgroup, you also click this link. The LMS will allow you to select the appropriate radio button for adding a new group, subgroup, or section.
Once you have created a section, a “People” icon will appear next to the section. Click this icon to add learners to that section.

4.5.7.2 Assigning Learners

After the CM has created sections, a “People” icon will appear next to that section that will allow you to assign learners to that section. When you select the icon, the LMS will display a page listing all of the registered, unassigned learners in the left column and the learners assigned to the section in the right column. Selecting the radio button next to the learners in either column will move them to the other column. For example, if John Doe is a registered learner who is not assigned to the section you have chosen to assign, he will appear in the left column, title "Unassigned Learners." If you wish to assign him to that section, simply select the radio button next to his name and the LMS will dynamically move him into that group.

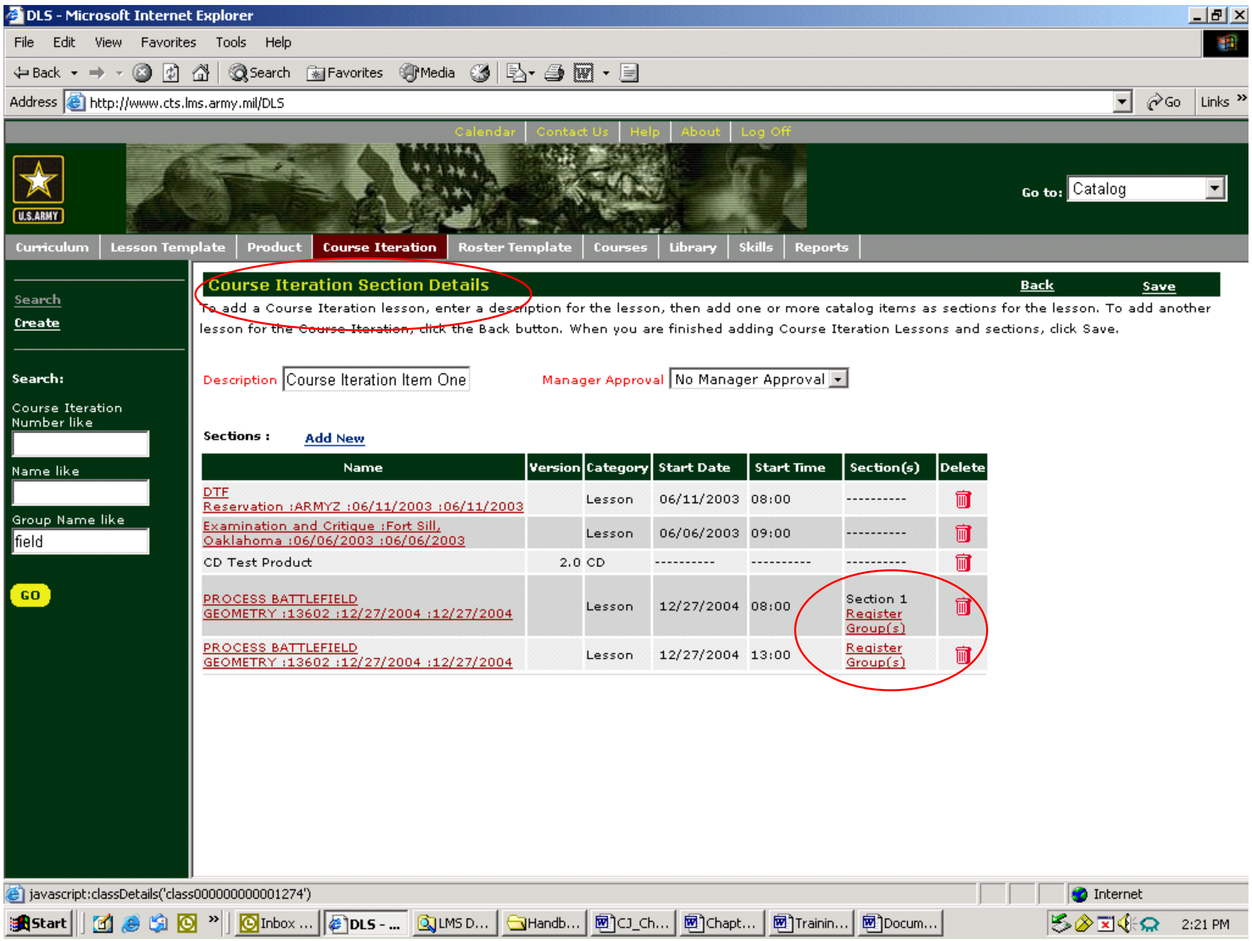


4.5.7.3 Assigning Lessons to Sections

Before the CM can assign sections of learners to lessons, you must have already created groups, sub-groups, and sections. Follow this path to assign lessons within the course iteration to sections of learners:

Select the Catalog module from the Go to: drop down menu
Click the Course Iteration menu tab.
Enter Search criteria to find the desired course iteration, and select "View Lessons" link. This will display a list of lessons within the course iteration.

Click the Edit icon of the desired lesson. This will display detail about that lesson, including a link to add group sections titled "Register Group(s)". NOTE: the link to add group sections will only be displayed if the lesson start date has not passed and the lesson is an instructor-led lesson.
Select "Register Group(s)" to assign sections to the selected lesson. This will display the list of groups that you created when you created groups. From this page you can manage the learners in the groups by clicking the "people" icon (icon that looks like people) or register the section for the lesson.
Register the Section by clicking the "Register" icon. This registers all the learners of that section for the lesson.



4.5.8 Viewing Resource (Equipment and Facility) Calendars

The management of the equipment and facility calendars is a function of the Facility Manager role. The LMS allows for viewing of these resources for CM and other faculty identification of assets availability for course and lesson instruction. The procedures for accessing the resource calendars are described in Section 7.4.7.

4.6 Registration

The Registration functions allow registration for a course or individual product. They also provide the approval process and perform eligibility and prerequisite checks. If maximum registration limits are exceeded, waitlists are established and managed. Your functions, which are performed in the Lessons selection of the Go to: menu, include:

- Cancel Learner Registration
- Add Learners to Waitlist
- Remove Learners from Waitlist
- Change Waitlist Priority
- Substitute Learners

4.6.1 Cancel Learner Registration

As a Class Manager, you may need to cancel the registrations of some or all of the learners with reservations in lessons within a course you manage. This might happen for a number of reasons. If the learner was unable to make the lesson, you might want to cancel their registration to make it available for others, or if all the learners need to be removed for other reasons.

Canceling a registration removes the seat reservation in the lesson as well as the corresponding order line for the registration. Use the following steps to cancel a registration:

1. Click Lessons in the Go to: drop-down menu
2. Click the Lesson tab
3. Enter Search criteria for the Lesson and click Go in the Left Navigation Bar
4. Click the Edit icon that corresponds to the lesson you want to modify.
5. Click Roster in the Left Navigation Bar link
6. Click the Cancel action icon next to a listed item. A pop-up warning reminds you that this action cannot be reversed.
7. Click OK to continue. The cancelled registration is removed from the Roster page.

Note: Registrations also can be cancelled for an entire course iteration.

4.6.2 Add Learners to Waitlist

If the item requested by a Learner is not available, the LMS adds the Learner to a waitlist with an assigned priority. The LMS provides the capability to move registered Learners to the waitlist of the lesson for which they are registered. CM would want to move a registered Learner to the waitlist if you need to make room for another Learner or if you wanted to leave confirmed registrations open for mission-critical or higher priority Learners. CM can only perform this action for lessons for which they have access (e.g. only move Learners in lessons that the CM are scheduled to teach or manage).

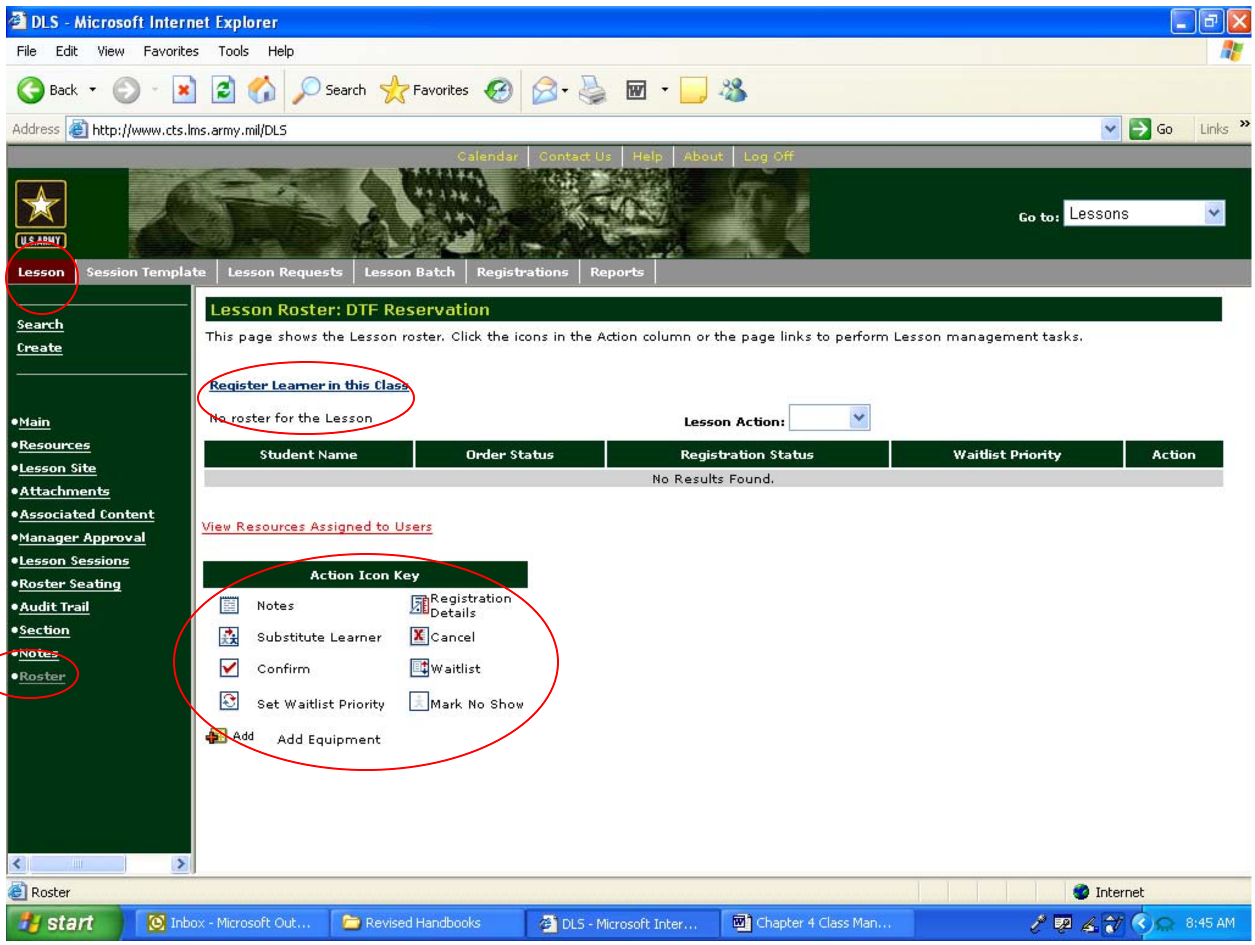
As a method of making seats available in a lesson, CM may choose to move confirmed registrations to the waitlist. Once a confirmed registration is moved to the waitlist, the seat reserved for the registration becomes available. In addition, seats become available in a lesson when registrations for the lesson are cancelled or the lesson administrator adds seats to the lesson.

To move a registration to the waitlist:

1. Click Lessons in the Go to: drop-down menu

2. Click the **Lesson** tab
3. Enter search criteria and click **Go** in the Left Navigation Bar
4. Click the **Edit** icon that corresponds to the lesson you want to modify.
5. Click the **Roster** link in the Left Navigation Bar
6. Click the **Waitlist** icon next to a listed item.
7. In the **Waitlist** pop-up window, enter a reason for the change.
8. Click the **Save** button. The **Waitlist** icon is replaced by the **Confirm** and **Waitlist Priority** icons in the **Action** column.

Note: Registrations also can be moved to the waitlist in the **Registrations** page in the **Lessons** module.



4.6.3 Remove Learners from Waitlist

If an item requested by a Learner is not available, the LMS adds the Learner to a waitlist. If there is an open registration, CM may move the Learner from the waitlist to that open seat.

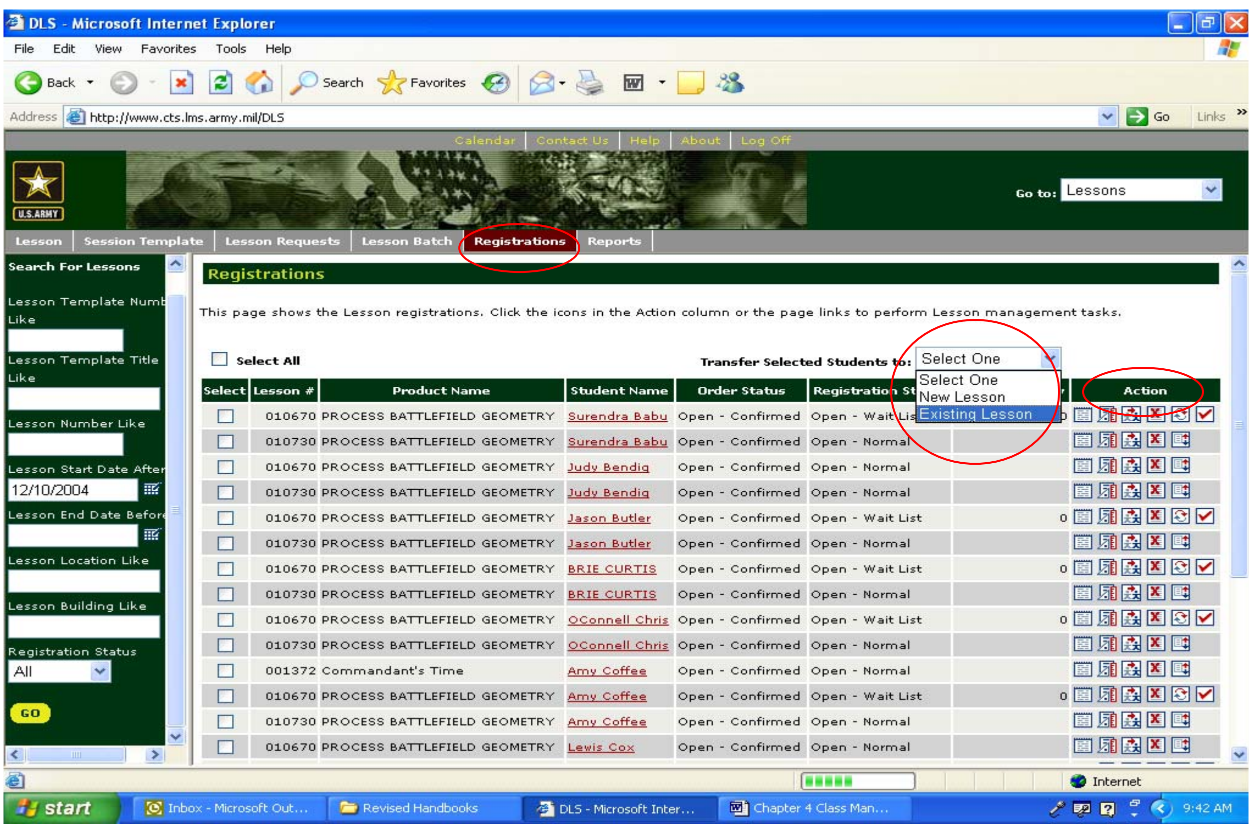
When a seat becomes available in a lesson, CM can choose to confirm any waitlisted registration for the lesson. Confirming a waitlisted registration moves it from the waitlist to the available seat and changes the status of the registration from **Open - Waitlisted** to **Open - Normal**.

CM can choose a waitlisted registration based on order (i.e. first waitlisted registration is assigned to first available seat) or priority.

To confirm a waitlisted registration:

1. Click **Lessons** in the **Go to:** drop-down menu
2. Click the **Registrations** tab
3. Enter the search criteria in the Left Navigation Bar.
4. Click the **Confirm** icon next to a listed item. (Be aware that this icon will only appear if the student is waitlisted.)
5. In the **Confirm** pop-up window, enter a reason for the change.
6. Click the **Save** button. The **Confirm** and **Waitlist Priority** icons are replaced by the **Waitlist** icon in the **Action** column.

Note: Registrations also can be confirmed in the **Registrations** page in the **Lessons** module. CM may cancel the registration request of the Learner, which moves him/her off the roster.



4.6.4 Change Waitlist Priority

If the item requested by a Learner is not available, the LMS adds the Learner to a waitlist with an assigned priority. This priority can be based on a pre-defined number or on a first-come, first-served basis. The LMS does not automatically move Learners from the waitlist to a vacant seat. Therefore, you have the option of adding Learners. If and when seats become available, a CM has the option to move or re-prioritize waitlisted reservations. They can also substitute confirmed registrations for waitlisted Learners, or cancel registrations.

When a registration is waitlisted, the system automatically assigns a priority of zero (0). CM can assign a different value to any waitlisted registration to indicate that the registration has a higher or lower priority.

Priority information is for reference only. Lesson administrators can use priority when deciding which waitlisted registrations to confirm as seats become available in the lesson.

Note: Priority values are arbitrary; the LMS does not place any restrictions on the priority values you use. Any range of values can be used; however, the range should reflect the current business practices (e.g. 0 is the highest priority and 99 is the lowest, or vice-versa).

To set a waitlist priority:

1. Click Lessons in the Go to: drop-down menu
2. Click the Lesson tab
3. Enter the search criteria and click Go in the Left Navigation Bar
4. Click the Edit icon that corresponds to the lesson you want to modify.
5. Click the Roster link on the Left Navigation Bar
6. Click the Set Waitlist Priority icon next to a listed item.
7. In the Set Waitlist Priority pop-up window, enter a priority value and a reason for the change.
8. Click the Save button. The new priority value will be listed in the Waitlist Priority column.

Note: A waitlist priority also can be set in the Registrations page in the Lessons module.

4.6.5 Substitute Learners

The LMS allows the CM to substitute unregistered Learners for registered ones. Performing this action bypasses any manager approval required for the lesson. This would be used if a waitlist had reached its capacity, so no other Learners could request registrations. In such a case, a Learner could simply be substituted without having to be first put on a waitlist, and then granted an open seat. If a different learner than the person registered attends a lesson, the registration can be switched from the original person to the new person.

To substitute a registration, follow these steps:

1. Click Lessons in the Go to: drop-down menu
2. Click the Lesson tab
3. Enter the search criteria and click Go on the Left Navigation Bar
4. Click the Edit icon that corresponds to the lesson you want to modify.
5. Click the Roster Left Navigation Bar link to display the “Lesson Roster: DTF Registration” window.

6. Click the Substitute Learner icon next to a listed item.
7. In the Substitute Learner pop-up window, select a different learner from the organization that was billed for this order.
8. Click the Save button. A confirmation window will appear. Click Close to dismiss the window. The substituted learner's name will appear in the Student Name column.

Note: Registrations also can be substituted in the Registrations page in the Registrar module.

4.7 Post Instruction Evaluation

The Evaluation functions include creating, delivering, and recording critiques and providing for review of products and courses. The only CM function here is view critique results.

4.7.1 View Critique Results

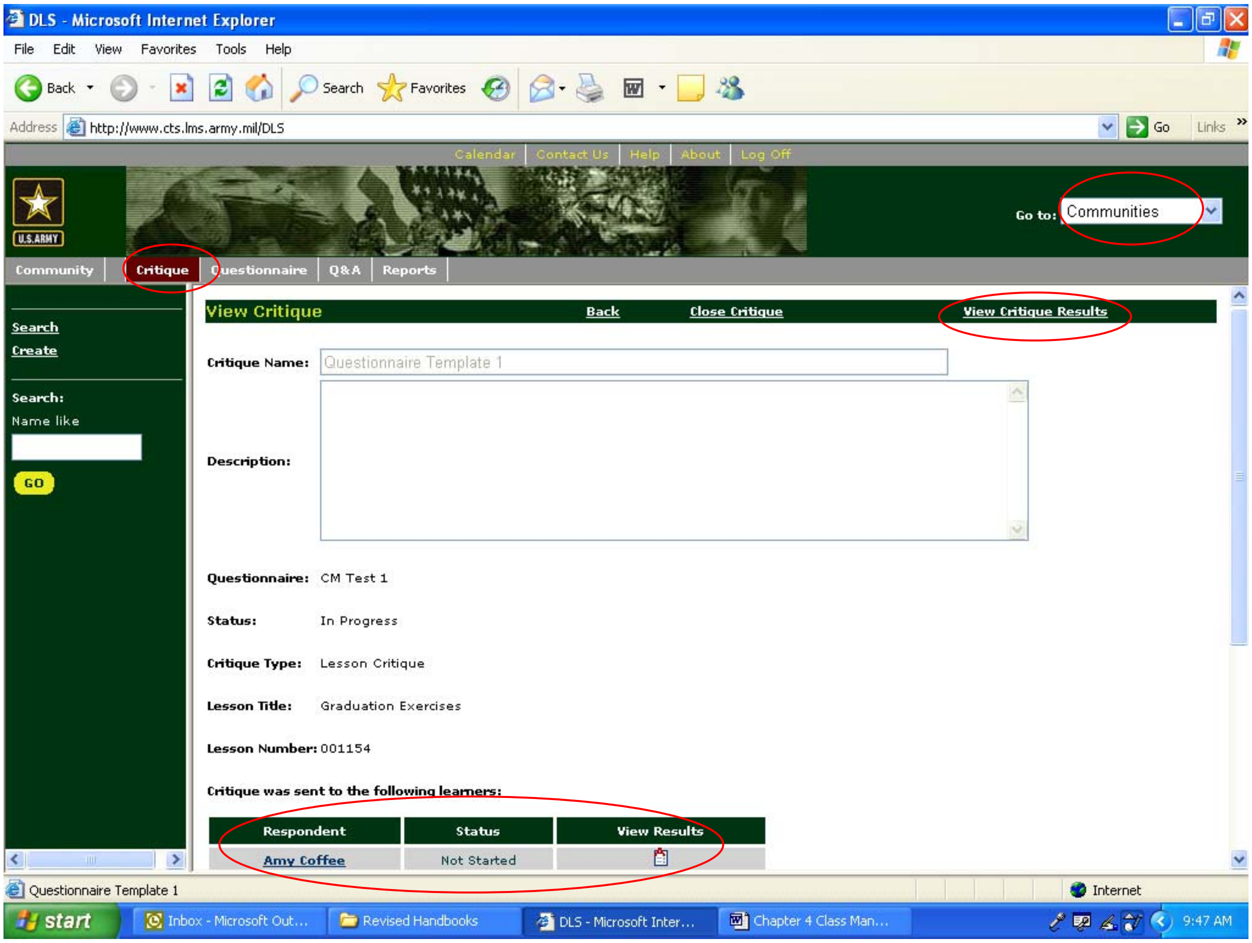
Once critiques have been created by a Course Manager and completed by Learners, CM has the ability to view the results of the critique. They would view the critique results to assess the successes or shortcomings as documented by the critiques.

4.7.2 Viewing Results

To view the results for a critique:

1. Select Communities from the Go-to: drop-down menu and select the Critique tab.
2. Search for the name of the critique; click the name of the desired critique.
3. In the View Critique page, click the View Results link in the right-top corner.

The View Results by Learner page appears displaying all the submitted responses for the critique.



4.8 Other Functions

The Course Manager provides other supporting functions to facilitate Learner training. These support functions include (Section 2.12 through Section 2.17):

- Counseling
- Learner Searches
- Community Creation and Access
- Accessing Experts
- Accessing Information

LEARNING MANAGEMENT SYSTEM

Chapter 5
Instructor

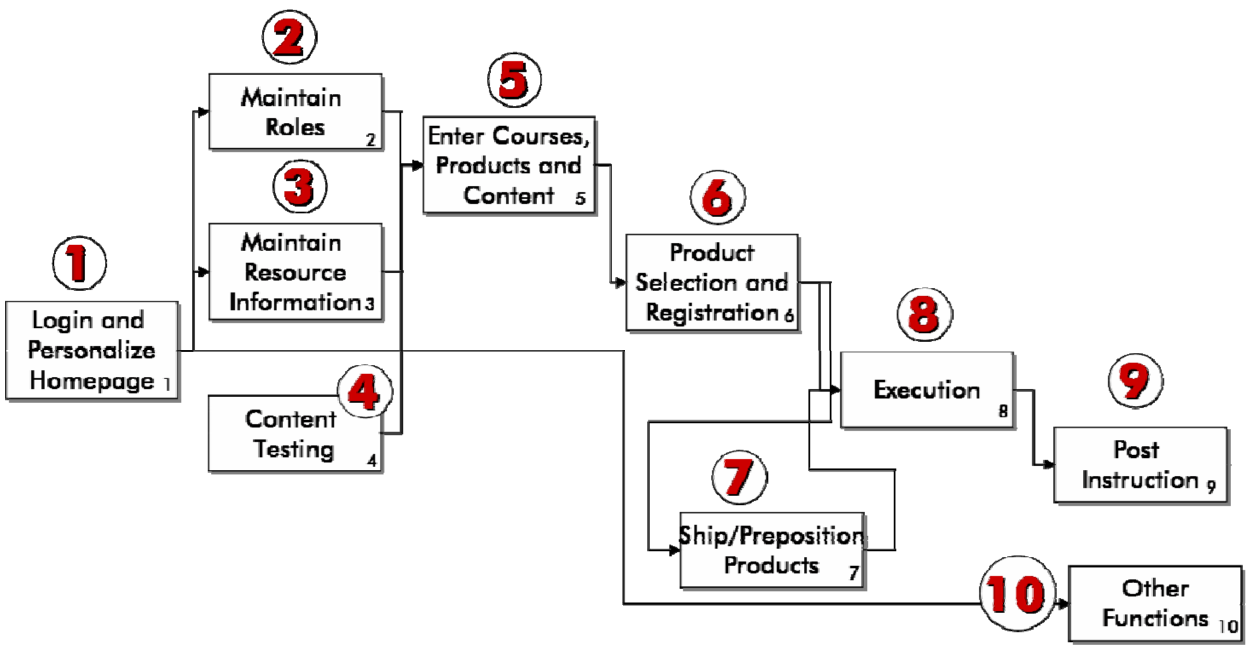
Table of Contents

Instructor Functions within the LMS

5.1 Business Processes

The high-level business processes are presented graphically below. The primary purpose of this handbook is to provide the user with the procedures required to successfully navigate these business processes as their particular role functionality dictates. Detailed information on the interactions and interfaces among and within each of the business processes can be located within the Training Standard Operating Procedures (SOP) Manual. This manual is located in the Reference section of the LMS Help application.

This Instructor section will present the steps required for System Login and Personalize the LMS homepage; Execute Training; and Post Instruction requirements.



In this chapter, you will obtain a greater understanding of the LMS and the system functions you will use in the role of an Instructor (I). Please refer to Section 1.3 to review procedures for LMS Login and Personalize Homepage (Section 2.2), as well as an understanding of the functionality of the links inherent in the My Home module (accessible within all LMS roles).

Listed in Section 3.1 are the unique modules that are accessible in the LMS for the Instructor role, together with the Tabs (from the Tab Bar) associated with that module, and the links located in the Left Navigation Bar associated with each Tab. Modules are found by clicking within the Go to: dropdown box in the upper right quadrant of the LMS screen.

5.2 Introduction

Listed below are the modules that are accessible in the LMS for the Instructor role, together with the Tabs (from the Horizontal Tab Bar), associated with that module, and the links located in the Left Navigation Bar associated with each Tab. Modules are found by clicking within the Go to: drop-down menu in the upper right quadrant of the LMS screen.

Go to:	Tab	Left Navigation Bar
My Home This module (the default module for all users) allows you to view your training information including transcript and registrations as well as search the catalog and launch collaboration functions.	My Home	Registrations Development Plan Search Training Catalog Find Experts Find Communities Order History Transcript Team Summary Approve Requests Initiatives NOTE: Some learners may have more links.
	My Development	Registrations Transcript Skills Skill Gap Development Plan Course Progression Individual Training Plan
	Training Catalog	No links – only search capability.
	Information Resources	No links – only information AKO
	Communities	Communities of Practice Personal Communities Q & A People Online
	Experts	Find Subject Matter Experts Communities in which I am an Expert
	Assessments	Critiques
	Personal Info	Main Information Lesson Requests Job Profile Personalize Catalog Personalize Homepage
My Team This module allows you to view and manage instruction units you are scheduled to teach or assist in teaching, including recording attendance and grades and viewing your	Team Summary	(See Main Screen)
	Approve Requests	(See Main Screen)
	Profiles	(See Main Screen)
	Courses	(See Main Screen)
	Compare Skills	(See Main Screen)

Go to:	Tab	Left Navigation Bar
teaching schedule.	Initiatives	(See Main Screen)
	Ad Hoc Learning	(See Main Screen)
	Reports	(See list on Main screen)
Instruction* This module allows you to view and manage instruction units you are scheduled to teach or assist in teaching, including recording attendance and grades and viewing your teaching schedule. * You must be assigned to instruct a lesson before this option will appear in the Go to: drop-down menu.	My Lessons	(See Main Screen)
	Lesson Critiques	(See Main Screen)
	Qualifications	(See Main Screen)
	Questionnaire	Search Create
	Reports	(See List Main Screen)

In this section you will obtain a greater understanding of the LMS and the system functions you will use.

5.3 Execute Training

Most of the training process is conducted outside the system, by Instructors delivering resident training in classrooms or by the Learners executing DL Courseware. However, the LMS does provide training support for the Instructor engaged in Instructor-led training.
This support functionality includes:

- View an Instructor's Schedule.
- Post Instructor's Office Hours.
- View Instructors Roster.
- Review Attached Materials
- Take Attendance.
- Participate in Threaded Discussion (See Section 2.17).
- Participate in Chat (See Section 2.14).
- Enter Numeric/Success Data.
- Mark a Lesson Complete.

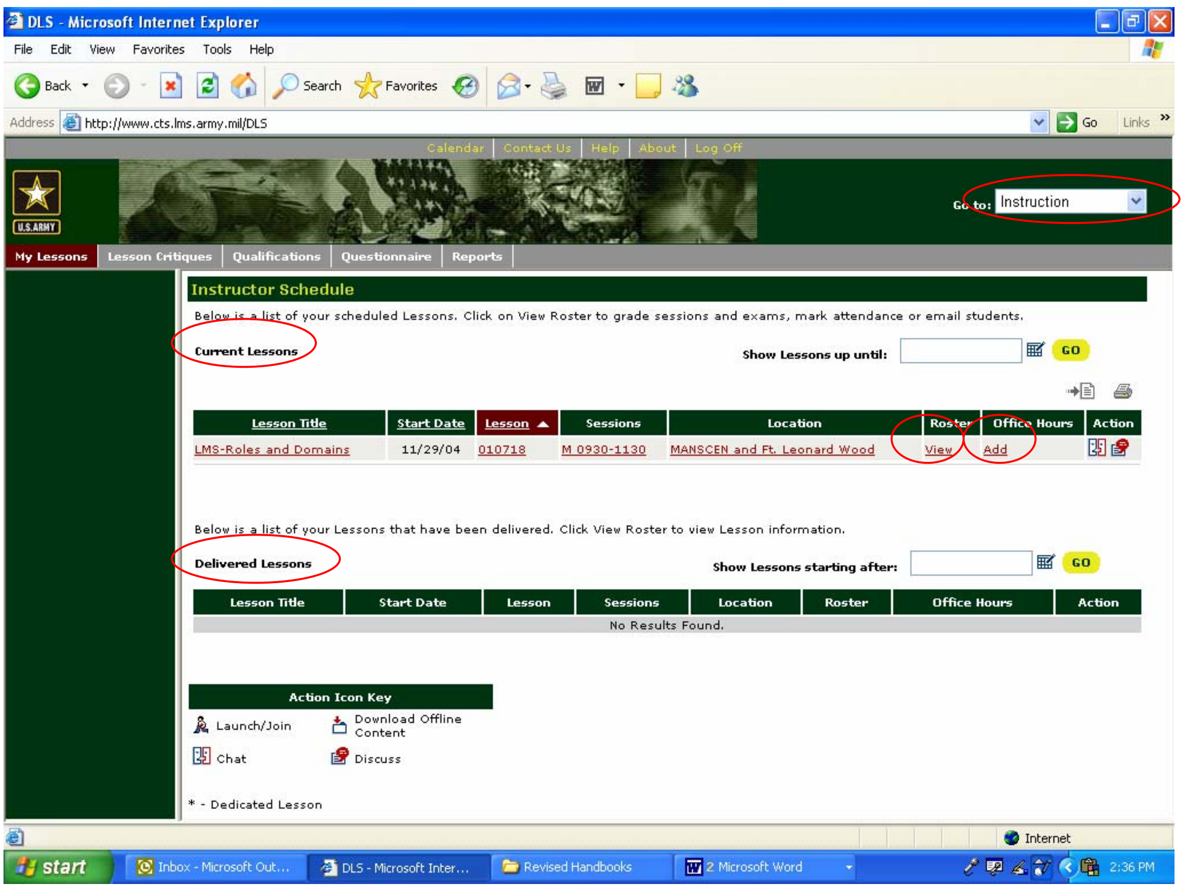
5.3.1 View Instructor's Schedule

Rosters are developed from the Registration process discussed in Section 2. The Class Manager has already had the opportunity to organize the class (registered learners) into sub-divisions if the training strategy so dictates. The Instructor needs to be able to view his upcoming training commitments on his Schedule and develop his presentation strategy to optimize the learner experience.

To view the Instructor's schedule:

1. From the **Go To**: drop-down menu, select **Instruction**.
2. This will display the **Instructor Schedule** Screen.
3. This page displays **Current Lesson** and **Delivered Lessons**.

Note: Most of the functions that Instructors need to perform for the delivery of a Lesson are accessible from the **Roster (View)** page.

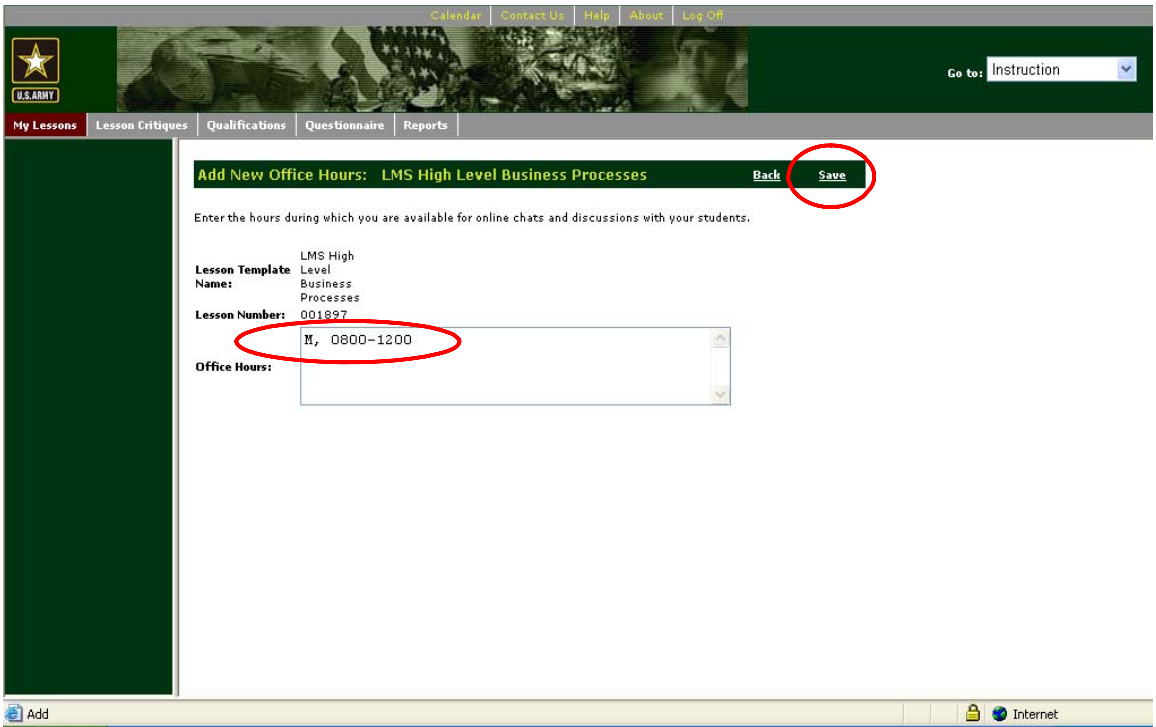


5.3.2 Post Instructor's Office Hours

If the Instructor wishes to Post Office hours so that they are visible to Learner's in his Class, he may do so. The Instructor can ensure that Learners are aware of his scheduled office hours. After the Instructor's Office Hours have been posted, the times will be available from the Course or Lesson Details screens.

To post instructor office hours:

1. Access the **Instructor Schedule** screen as indicated in Section 5.3.1.
2. Select "**Add**" in the **Office Hours** column.
3. Add the office hours in the block, Recommend the convention of: M=Monday, T=Tuesday, W=Wednesday, Th=Thursday, F=Friday, S=Saturday and Su=Sunday.
4. Followed by a comma then the times 8-12, 1-4, etc, then click "**Save**".

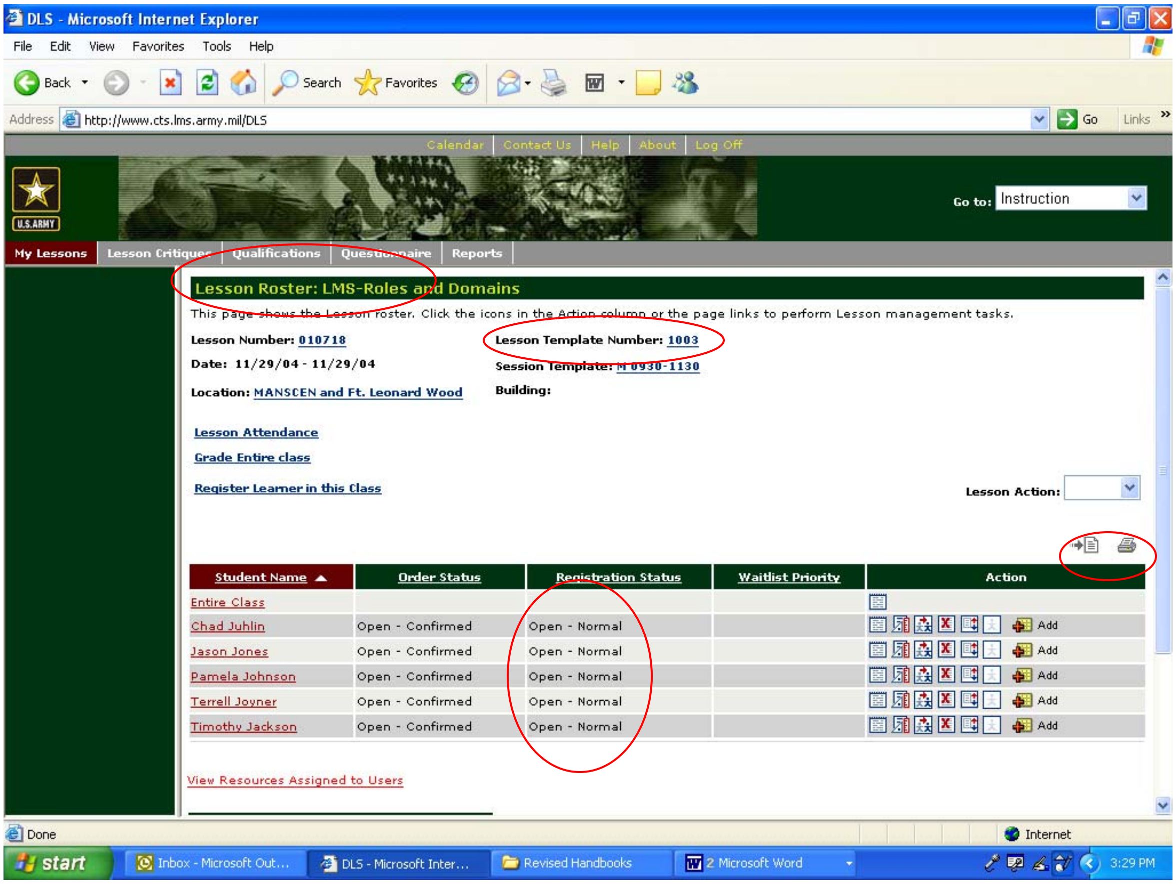


This information will be displayed when the Learner accesses **My Development** from the **Registrations** link on the **My Home** page.

5.3.3 View Instructor's Roster

To view the Instructor's class roster:

1. Access the **Instructor Schedule** screen as indicated in Section 5.3.1.
2. Select "**View**" in the **Roster** column.



The roster screen shows everyone who has registered for this Lesson and his/her registration status. Note that the registration status may be "**Waitlist**" or "**Cancelled**" as well as Open '**Normal**."

You may Print the roster by clicking on the **Print** icon or you may Export (to MS Excel) by clicking on the **Export** icon.

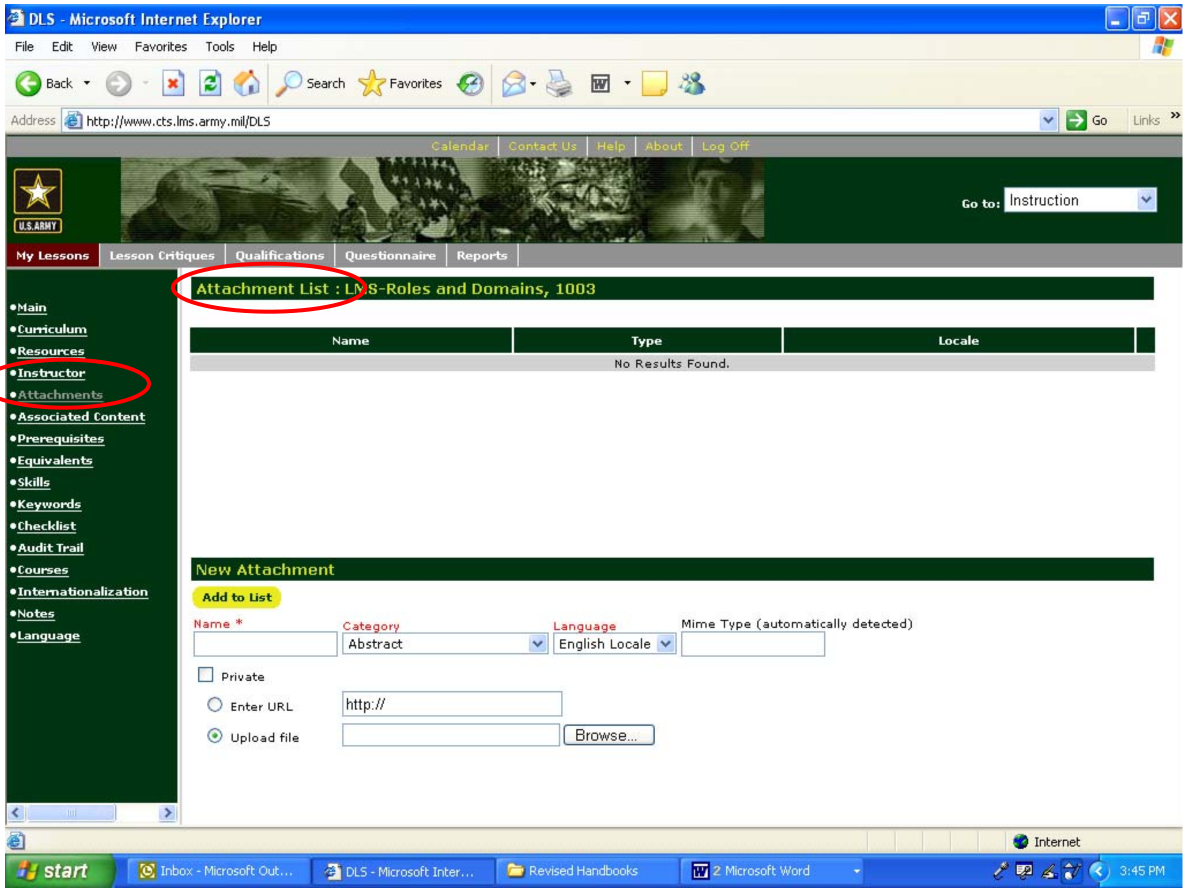
5.3.4 Review Attachments

The Instructor may review any materials (files) attached to the Course, Lesson, or Product. To view attachments:

1. Access the **Instructor Schedule** screen as indicated in Section 5.3.1.
2. Select the desired Lesson in the "**Lesson Title**" column.
3. Select "**Attachments**" link in the **Left Navigation Bar** of the **Lesson Template Details** screen.
4. The attachments, if any, are presented on the **Attachments List** screen.

OR

From the **Roster** screen (Section 5.3.3), click on **Lesson Template Number**, then select "**Attachments**" link in **Left Navigation Bar** of the **Lesson Template Details** screen.



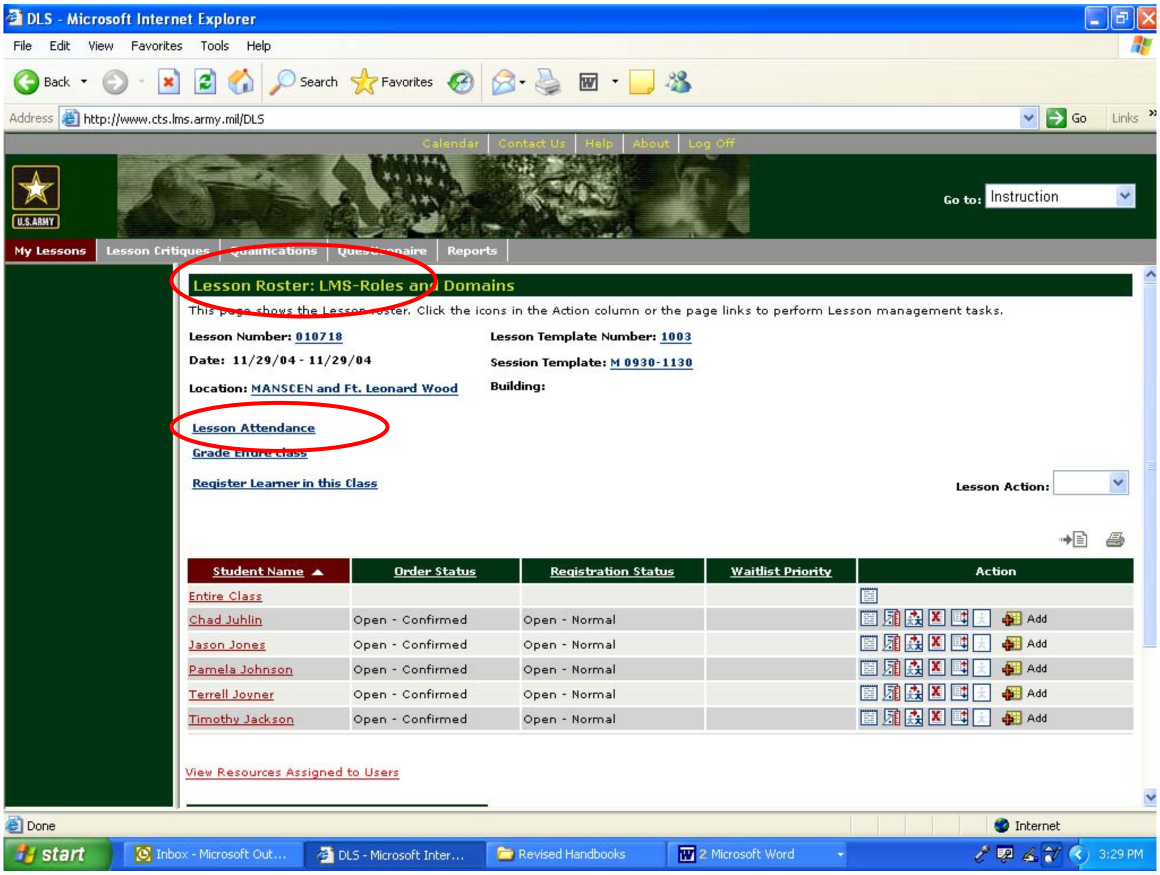
The top part of the screen will display any files associated with the Lesson attached to the template by the Course Manager.

5.3.5 Training Execution

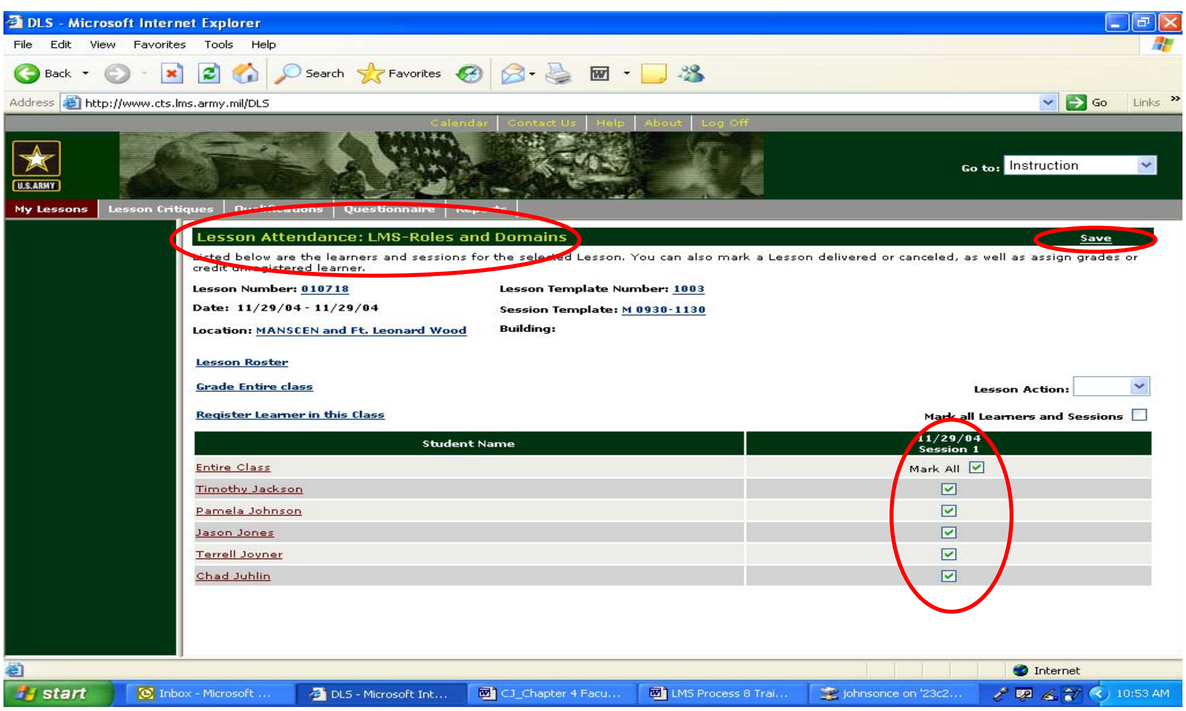
As mentioned above, the conduct of the actual training largely occurs outside the LMS, particularly with respect to resident training. However, Instructors are expected to note and record Attendance in the system. They are also responsible for setting up in the LMS (administrating) and participating in Chat (Section 2.13) and Threaded Discussion (Section 2.15) sessions associated with Lessons or Products. Finally, they facilitate the taking of Tests (Section 2.18) and completion of Critiques (Section 2.22) by the Learners, ensuring that results of both are entered in the LMS if administered externally to the system.

To take Attendance:

1. Access the **Instructor Schedule** screen as indicated in Section 5.3.1.
2. Select "**View**" in the **Roster** column.



3. Select "**Lesson Attendance**" link.
4. Mark Learners attendance on the roster individually or Entire Class.
5. Click "**Save**".

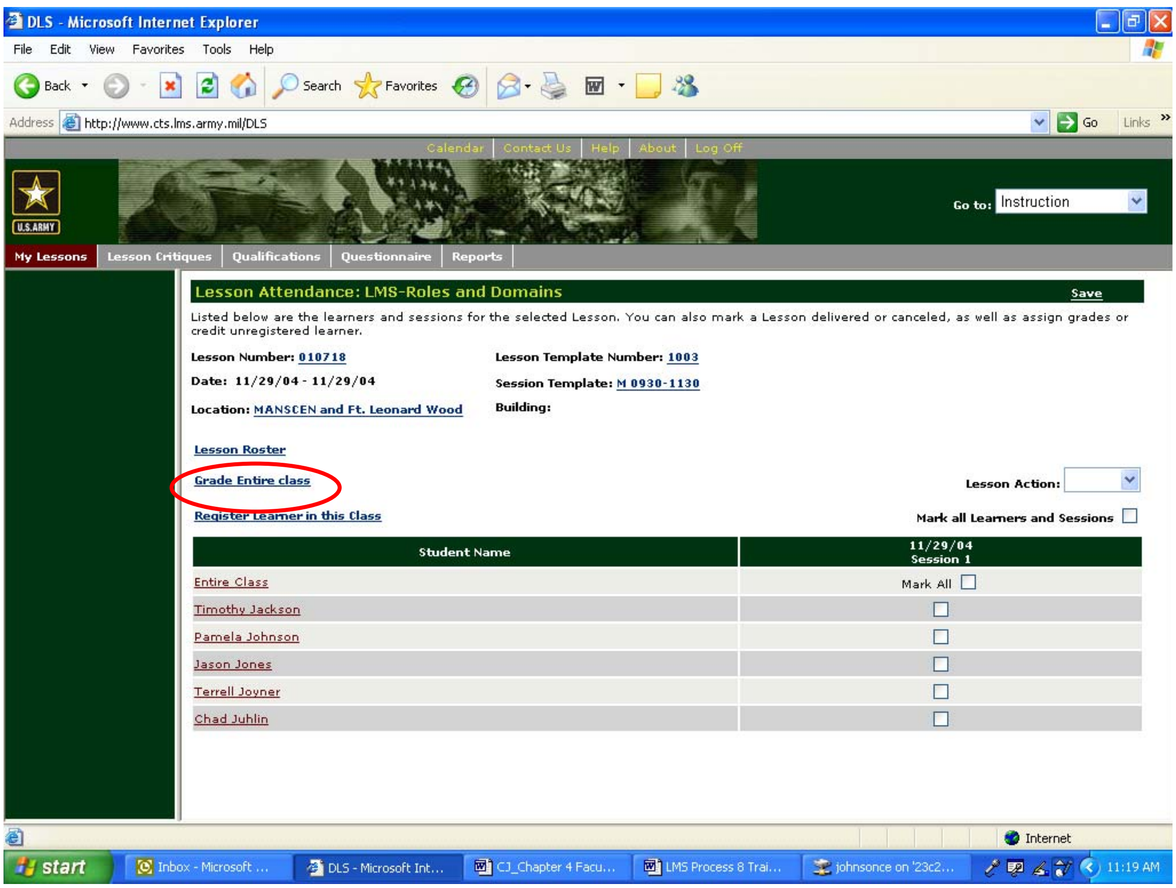


5.3.6 Instruction Closeout

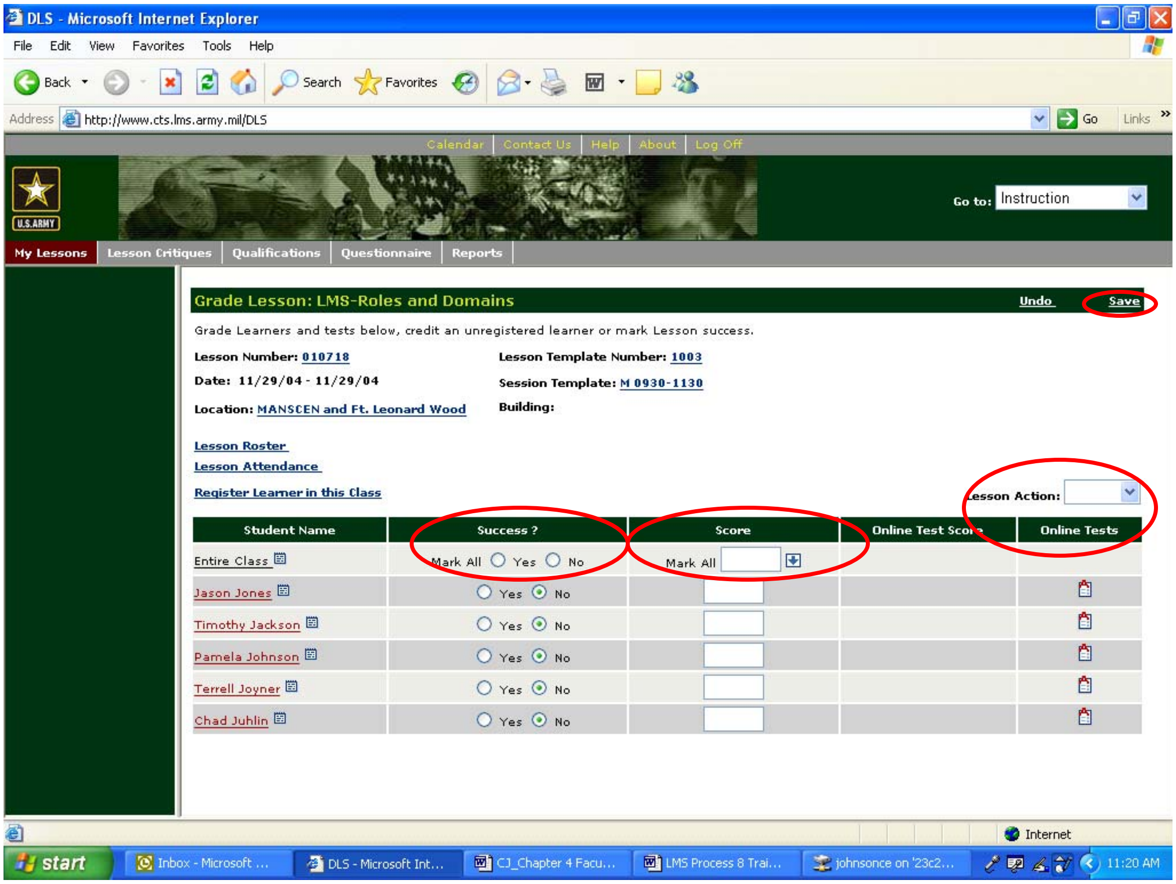
Instructors utilize the LMS Lesson/Roster screens to Record Grades and to mark Lessons complete (delivered). These activities will be recorded in the LMS database and will generate progress or completion messages for Class Manager actions or Course completion notifications for ATRRS managed Courses as appropriate. These functions are performed via the Instructor Schedule Screen in the LMS.

To enter Numeric/Success data:

1. Access the **Instructor Schedule** screen as indicated in Section 5.3.1.
2. Select "**View**" in the **Roster** column.
3. Select "**Lesson Attendance**" link.
4. Select "**Grade Entire Class**" link.



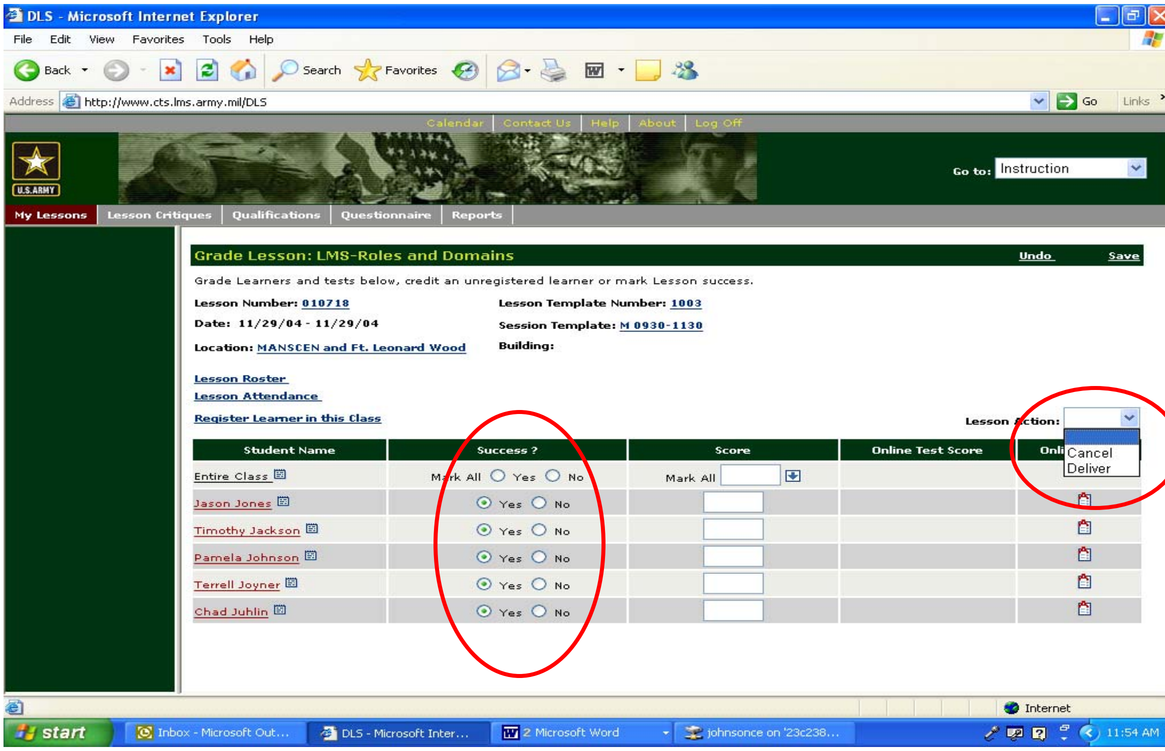
5. Mark Learners numeric/success data on the roster individually or Mark All.
6. Click "**Save**".



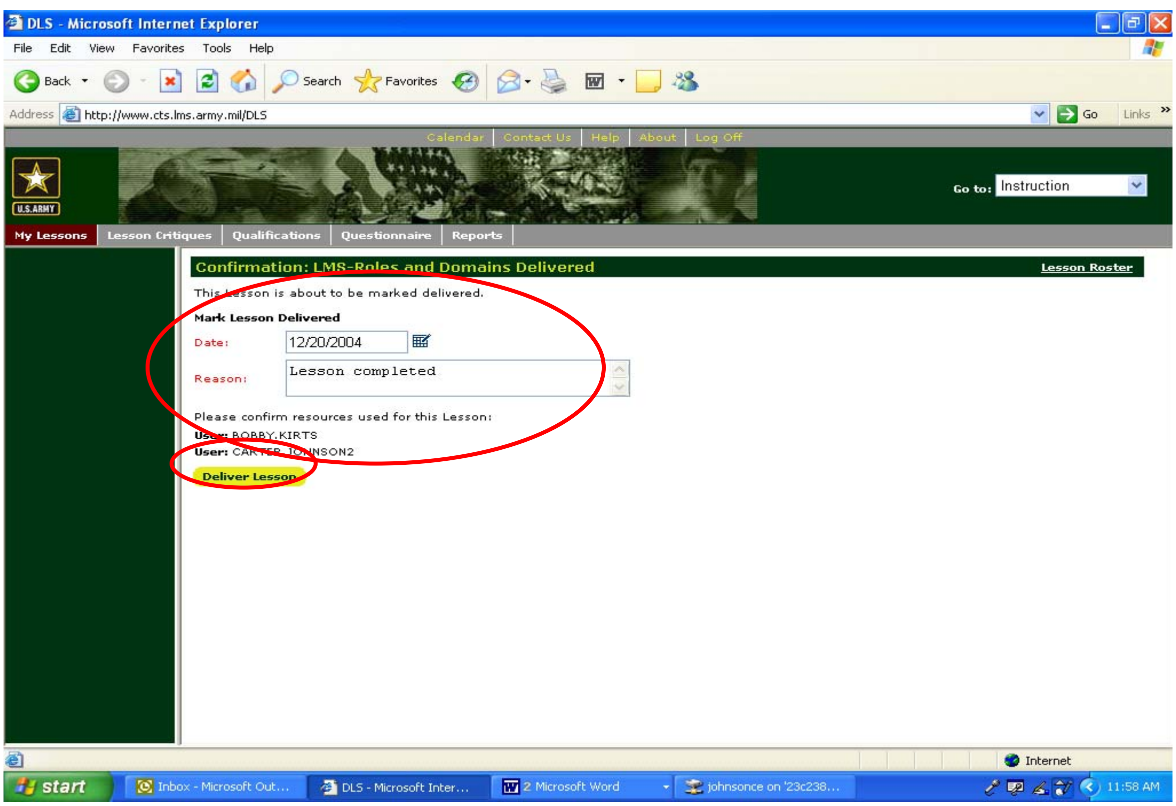
Note that the default for "**Success?**" is "**No**". Instructors may override the default value by marking all individuals as successfully completing the lesson, or individually marking those Learners that were successful with the completion of the lesson requirements. The Instructor may also make a single entry for "**Score**" that applies to all Learners, or make individual score entries for each Learner's Lesson score. Learners that do not have either successful completion ("**Yes**" or "**Score**") marked next to their name on the roster Lesson will not get credit for any Skills that Lesson teaches.

To mark a Lesson complete:

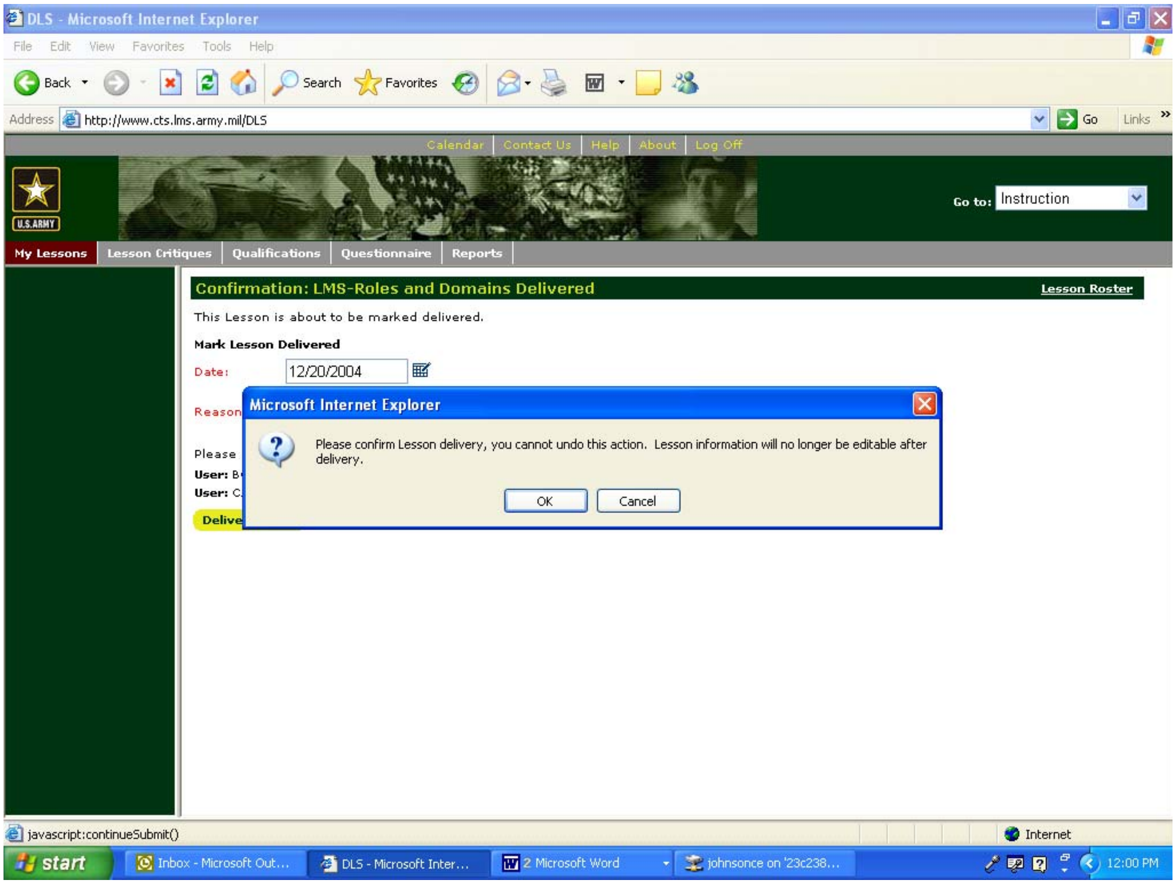
The last action the Instructor takes is to **Mark the Lesson Complete.** This is an un-reversible action for the Lesson as a whole, although individual results may be changed. Anyone on the Lesson's roster mark "Success? Yes" will receive credit for the Lesson and recognition for acquiring any associated Skills. This function is performed via the Instructor Schedule screens (navigation paths indicated above).



After selection of the "**Deliver**" link on the **Lesson Action** drop-down tab, the Instructor will complete the field to indicate that the Lesson has been delivered. This screen is shown below.



Click the "Deliver" button to indicate that the Lesson has been delivered. A Microsoft Windows prompt will appear to ensure that the Lesson iteration is ready for closeout. Be certain that all administrative functions are complete as this action is irreversible as indicated on the prompt. If "OK" is selected, a confirmation will be provided indicating that the Lesson iteration has been recorded as delivered in the LMS.



5.4 Cancel Lesson

Instructors can cancel a lesson at any time before the lesson is marked delivered. Canceling a lesson cancels all the registrations for the lesson. You would want to cancel a lesson if resources were not available; the minimum number of learners was not met or other conflicts.

An Instructor can cancel a lesson that he/she is scheduled to teach. This will cancel all learner registrations for that lesson.

To cancel a lesson:

1. In the Go to: drop-down menu, select Instruction.
2. Click on My Lessons tab on the menu bar (this should appear by default).
3. In the Roster column, click on View of desired lesson.

Note: A lesson also can be cancelled from the Grade Lesson and Lesson Attendance pages.

4. Select **Cancel** from the **Actions** column.
5. Enter a reason for the cancellation in the text box.
6. Click the **Save** link at the bottom of the page.

5.5 Evaluation

5.5.1 Viewing Lesson Critiques

Instructors can view existing ones on the **Critiques** page for a lesson you are scheduled to teach.

To display the My Lesson Critiques page:

1. In the **Go to:** drop-down menu, select **Instruction.**
2. Click on **Lesson Critiques** on the Horizontal Tab bar.
3. Click the name of the desired critique listed on the page to view its details.

Questionnaires are similar to tests, but are used primarily as evaluation tools for obtaining feedback from learners.

5.5.2 Viewing Questionnaires

Questionnaires are similar to tests, but are used primarily as evaluation tools for obtaining feedback from learners. As such, questionnaires are not scored or graded.

Instructors can create questionnaires or view existing ones for a lesson you are scheduled to teach on the Questionnaire Administration page.

To display the Questionnaire Administration page:

1. In the **Go to:** drop-down menu, select **Instruction.**
2. Click on **Questionnaire** on the Horizontal Tab bar.
3. Click on **Create** in the Left Navigation Bar.
4. You can search for an existing questionnaire to view or edit it by entering search criteria in the Left Navigation Bar and then clicking **Go**.
5. Enter a name and description for the questionnaire.
6. Click **Save**.
7. To create content for the questionnaire, click **Next** to display the questionnaire in Questionnaire Builder.
8. In the **Control Bar** frame (Middle Column), click the Questionnaire control.
9. In the **Content Property Settings** frame, do the following:
   a. Enter a name for the questionnaire.
   b. Optionally enter general instructions/information for the questionnaire.
   c. Specify whether you want the questionnaire to have sections.
   d. If the questionnaire has questions as child items:
      - Specify whether the questions for the questionnaire are displayed on a single page. If this option is not selected, each question appears on a separate page.
      - Specify whether the questionnaire permits learners to backtrack to previous questions. **Note:** Backtracking and single page displays are mutually exclusive options.

e. Specify whether the questionnaire allows learners to save their changes without completing the questionnaire.
f. Enter the other properties for the questionnaire.
g. If you want the questionnaire to have sections, create sections for the questionnaire.
h. Create multiple choice, true/false, and/or essay questions for the questionnaire.
i. Click Save.

Instructors can add notes to any lesson you are scheduled to teach.

The Evaluation functions include creating, delivering, and recording critiques and providing for review of products and courses. Your function is to view Critique Results.

5.5.3 View Critique Results

Once critiques have been created by a Course Manager and completed by Learners, Instructors have the ability to view the results of the critique. View the critique results to assess the successes or shortcomings as documented by the critiques.

To view the results for a critique:

1. Select Communities from the Go-to: drop-down menu and select the Critique tab.
2. Search for the name of the critique; click the name of the desired critique.
3. In the View Critique page, click the View Critique Results link in the right-top corner.
   The Aggregate Results by Question page appears displaying all the submitted responses for the critique. You can also view Results by Question and or Results by Respondent, accessed through drop-down menu.

LEARNING MANAGEMENT SYSTEM

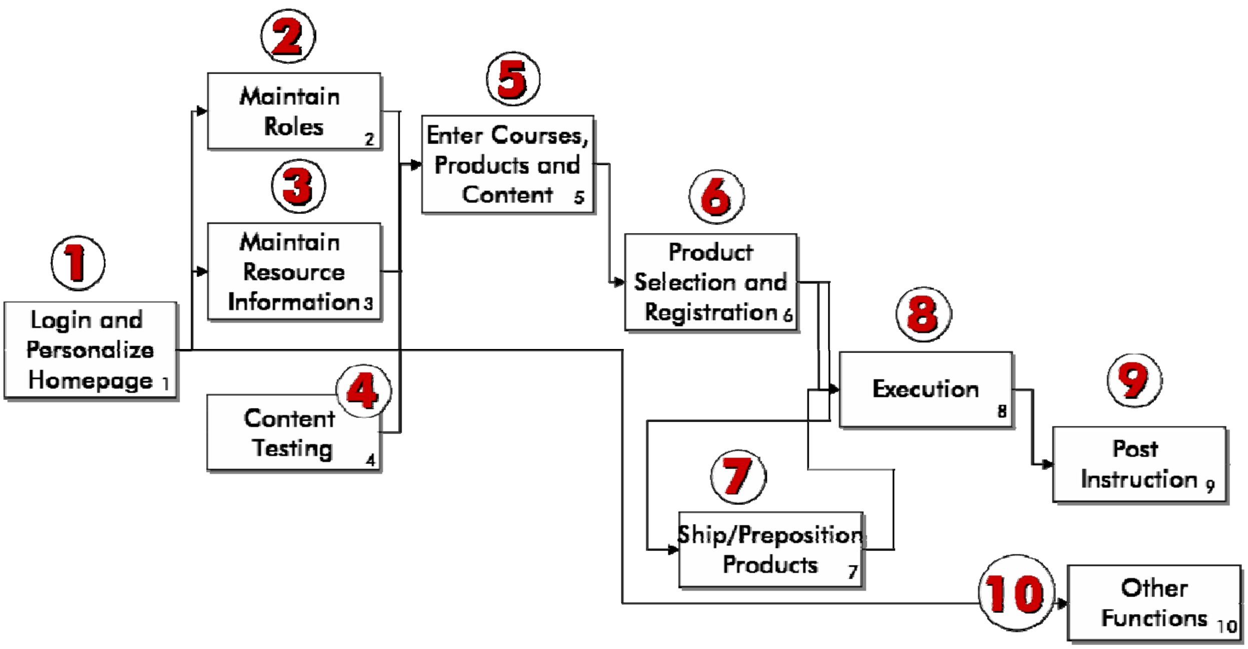
Chapter 6
Learning Approver/Unit Training Manager

Table of Contents

6.1 Business Processes

The high-level business processes are presented graphically below. The primary purpose of this handbook is to provide the user with the procedures required to successfully navigate these business processes as their particular role functionality dictates. Detailed information on the interactions and interfaces among and within each of the business processes can be located within the Training Standard Operating Procedures (SOP) Manual. This manual is located in the Reference section of the LMS Help application.

This Learning Approver/Unit Training Manager (LA/UTM) section will present the steps required for System Login and Personalize the LMS homepage; Select and Register for Training; and Post Instruction requirements.



In this chapter, you will obtain a greater understanding of the LMS and the system functions you will use in the role of a Learning Approver (LA) or Unit Training Manager (UTM). Please refer to Section 1.3 to review procedures for LMS Login and Personalize Homepage (Section 2.2), as well as an understanding of the functionality of the links inherent in the My Home module (accessible within all LMS roles).

Listed in Section 3.1 are the unique modules that are accessible in the LMS for the Instructor role, together with the Tabs (from the Horizontal Tab Bar) associated with that module, and the links located in the Left Navigation Bar associated with each Tab. Modules are found by clicking within the Go to: dropdown menu in the upper right quadrant of the LMS screen.

6.2 Introduction

Listed below are the modules that are accessible in the LMS for the LA/UTM roles, together with the Tabs (from the Horizontal Tab Bar), associated with that module, and the links located in the Left

Navigation Bar associated with each Tab. Modules are found by clicking within the **Go to:** drop-down menu in the upper right quadrant of the LMS screen.

Go to:	Tab	Left Navigation Bar
My Home This module (the default module for all users) allows you to view your training information including transcript and registrations as well as search the catalog and launch collaboration functions.	My Home	Registrations Development Plan Search Training Catalog Find Experts Find Communities Order History Transcript NOTE: Some learners may have more links.
	My Development	Registrations Transcript Skills Skill Gap Development Plan Course Progression Individual Training Plan
	Training Catalog	No links – only search capability.
	Information Resources	No links – only information
	Collaboration	Communities of Practice Personal Communities Create Communities Q & A People Online
	Experts	Find Subject Matter Experts Communities in which I am an Expert
	Assessments	Multi-Rater Assessments Assess Others Critiques
	Personal Info	Main Information Lesson Requests Job Profile Personalize Catalog Personalize Homepage
My Team This module allows you to view training information about your unit and direct reports, as well as approve training requests.	Team Summary	List of your members in your organization
	Profiles	List of your members in your organization
	Courses	List of your members in your organization
	Initiatives	List of your members in your organization
	Compare Skills	
	Ad Hoc Learning	List of your members in your organization
	Reports	(See list on Main screen)
People This module allows you to view user's	User	Search
	Internal MOS / Career Field	Search
	Internal Role	Search

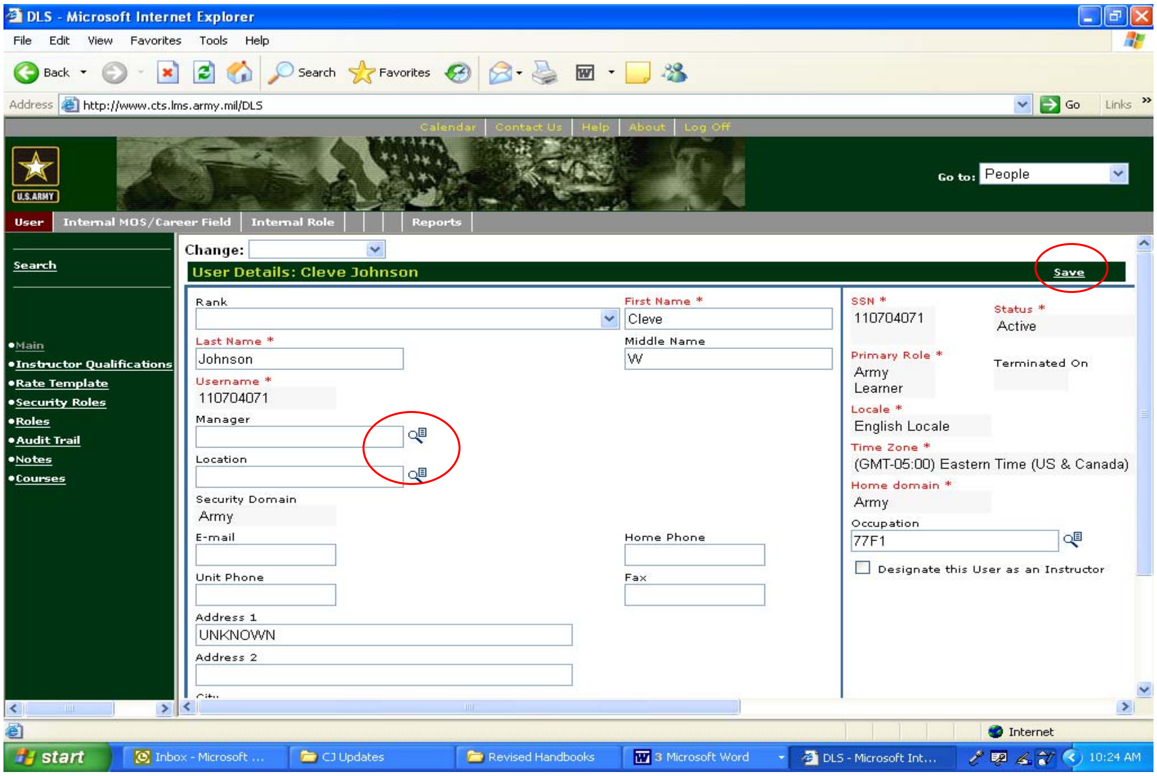
Go to:	Tab	Left Navigation Bar
information as well as create and view LMS roles and MOSs.	Reports	(See list on Main screen)
Information This module allows you to add information resources to Learner's homepages. This would primarily be used for adding URL links.	Homepage	
	Information Category	Search

6.2.1 Activation of the "My Team" Module

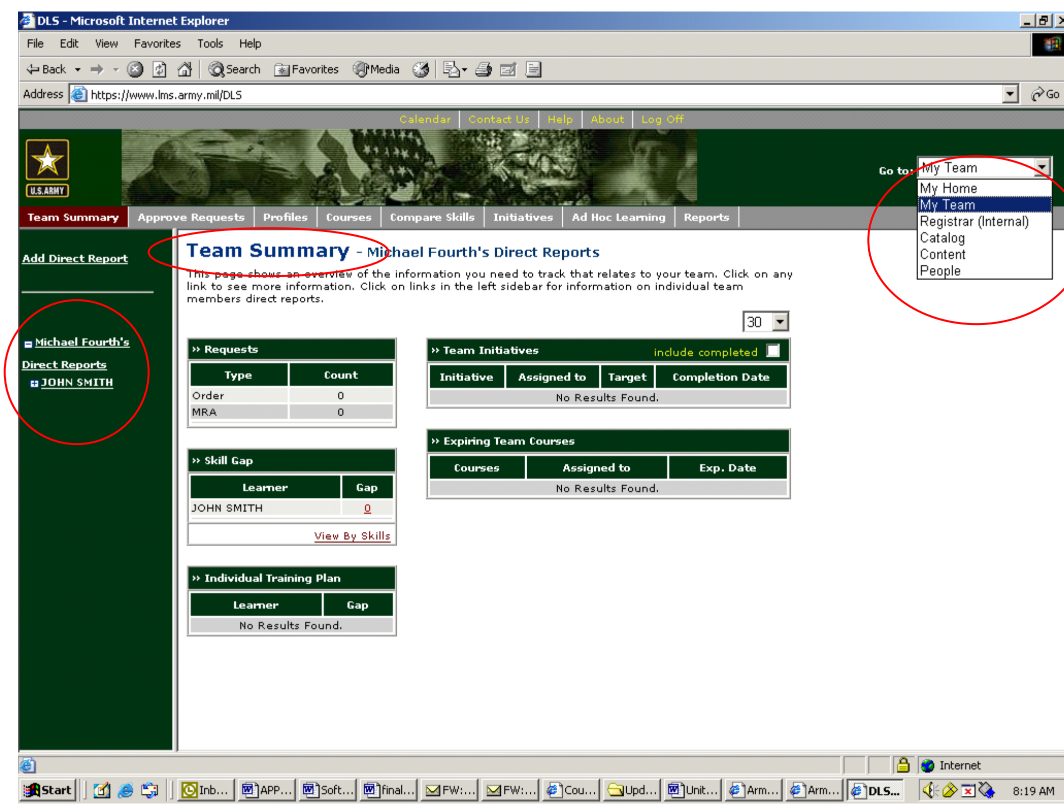
Many of the tasks associated with these roles require the user to access the **My Team** module from the **Go to:** drop-down menu. **This module will not appear as one of your selection choices unless you properly set it up!**

Here are the instructions to set up the **My Team** drop-down module:

1. Click on the **People** module in the **Go to:** drop-down menu.
2. Search for a person.
3. Select the person using the icon to the left of the person's name. This brings up that person's individual information screen.
4. Put yourself down as his/her manager in the "**Manager**" field using the magnifying glass icon at the right of that field to search for your name in the system. Click the **plus** sign (**"+"**) at the left of your name in the pop up screen that appears. This will insert your name in the "**Manager**" field in the person's information page.
5. Click the **Save** link at the bottom right of the person's information screen.
6. Log off the LMS and log back in.



The **My Team** module should appear in the **Go to:** drop-down menu to access the **My Team** page as shown below:



The center screen includes five boxes containing views of team members' status with regard to:

- Outstanding Training Requests
- Team Members' Skill Gaps
- Team Members' Individual Training Plans
- Team Initiatives
- Expiring Team Courses

Some of the data displayed in these tables is linked to screens that provide further details. For example, clicking a hyper linked Team Member's name will bring up his personal profile information or clicking on a numeric value in the Skill Gap table provides a detailed Skill Gap analysis screen for that individual.

The left-hand panel is for the user's "Direct Reports" or Team Members. It lists the name of each member currently on the team. Clicking the "+" next to the name expands the list to show the Team Member's direct Reports, or subordinate members of that individual's team. Clicking on the Team member's name provides the five status box summaries for the Team Members subordinate to that individual.

The Gray Horizontal Tab Bar provides the LA/UTM with a number of capabilities for conducting and managing the training of his team members. The links are:

- Team Summary. This performs the same function as selecting "My Team" from the Go to: drop down menu.

- Approve Requests. When a Learner registers for a Course or other Product that has been designated "Yes" for Manager Approval, it appears on this link a request for approval to that Learner's LA. The primary function of the LA is to review these requests and indicate approval so that registration can be completed or disapprove the request. Both the LA and UTM can also approve/disapprove multi-rater pending assessments of Learners on this screen using the radio buttons provided and the Submit link.

- Profiles. This useful link allows the LA/UTM to view his/her entire team on one screen, and then select specific training record details (Profile Elements) to examine for any Team Member. Profile Elements include Registrations, Skills, Individual Training Plan, and others. The Skills link is particularly significant because that is how the UTM can award task proficiency to Team members for observed performance (Process 10.3). This tool is immediately effective for informal or *ad hoc* training tasks and will eventually be the means by which individuals are granted official record "credit" for on-the-job performance of tasks and formal Skill acquisition.

- Courses. This link provides a matrix of Team Members and their Course training status. Statuses include Courses Planned, In-Progress, Acquired, and Expired. UTMs/LAs can add Courses to one or more Team Members as initiatives or grant *ad hoc* Course credit by searching for it and marking it "Acquired."

- Compare Skills. This link provides the LA/UTM with a search mechanism for his/her Team. He/she can select the Skill, MOS or career field, and designate upper and lower boundaries of skill proficiency to view all Team Members whose acquired Skills meet the specified criteria.

- Initiatives. This link allows the LA/UTM to assign tasks and learning activities to individual Team Members. He/she can specify the purpose for the initiative and dates for task assignment, target completion and actual completion.

- *Ad Hoc* Learning. This link brings up a screen that allows the LA/UTM to select an entry from the Product Catalog or to create an *ad hoc* learning "event" for the purpose of providing credit for one or more Skills acquired or demonstrated externally to the LMS. Selecting the "New *Ad Hoc* Event" link prompts the Create New *Ad Hoc* Event Screen. Mandatory fields on this screen are Title, Group, Duration, (hrs), Lesson Template Number, and Language. Note that the Lesson template number must be new, i.e. not previously used with any existing Lesson Template.

- Reports. This link provides the LA/UTM with three pre-formatted reports containing Team Member information; ITPs, registrations, and transcript entries.

6.3 Registration

Learner registration is the process of associating an individual Learner by name with a planned Course offering. It is the Army's intent that Lesson-level registration will become a common practice for the conduct of Army training. To some training managers, the term *Registration* is used synonymously with *reservation*, but the terms connote a subtle difference. Registration refers to Learners (people) and reservation is used with things-- Facilities, Resources, etc. ATRRS makes use of the term reservation in its messages and definitions, but LMS terminology generally uses for of the word *schedule* to connote this concept. Another related term, *enrollment*, has a distinctive meaning in the LMS. It signifies either the arrival of a Learner at a designated resident location, prepared for training, or to the self-initiation of training by a Learner, (e.g. launching Courseware), in a DL context.

Training categories include: Command Oriented (assigned by LA/UTM in Learner's unit); Self-Directed; and Quota Managed or Directed (managed at the Army level, managed via ATRRS). This section will address the LA/UTM functions in Command Oriented training. Self-directed and Quota Managed training are discussed in Section 2.6 of the Learner handbook.

The Registration functions allow registration for a course or individual product. They also provide the approval process and perform eligibility and prerequisite checks. If maximum registration limits are exceeded, waitlists are established and managed. LA/UTM functions include:

- Register Direct Reports
- Cancel Direct Reports' Registrations
- Approve Registration Requests
- Create Bulk Registrations Requests.

Upon initial acceptance within the LMS as an LA or UTM, the user must use the "People" link provided on the Go to: drop down menu in the upper right-hand corner of his screen, search and select the first member to add to his "Team" (See Section 6.2.1). Thereafter, the user is provided with a "My Team" option on the Go to: drop-down menu. Selecting "My Team" brings the user to the Team Summary screen, the primary starting place for activities centered on the management of training for his subordinates, known to the system as Team Members.

6.3.1 Register Direct Reports

As a manager of other Learners under your direct supervision, you have the capability to register your direct reports (those Learners who report directly to you), for courses and products in the Training Catalog of the LMS. This may be done for an individual student or an entire unit. Once you have registered Learners or ordered items for them, the courses or products appear in Registrations, and any manager approval is overridden.

Also, when you request the classroom seats for a lesson, you have the option of assigning them to specific Learners or simply reserving them. However, the seats must be assigned before lesson delivery can be marked complete. These Learners will be under your direct training supervision.

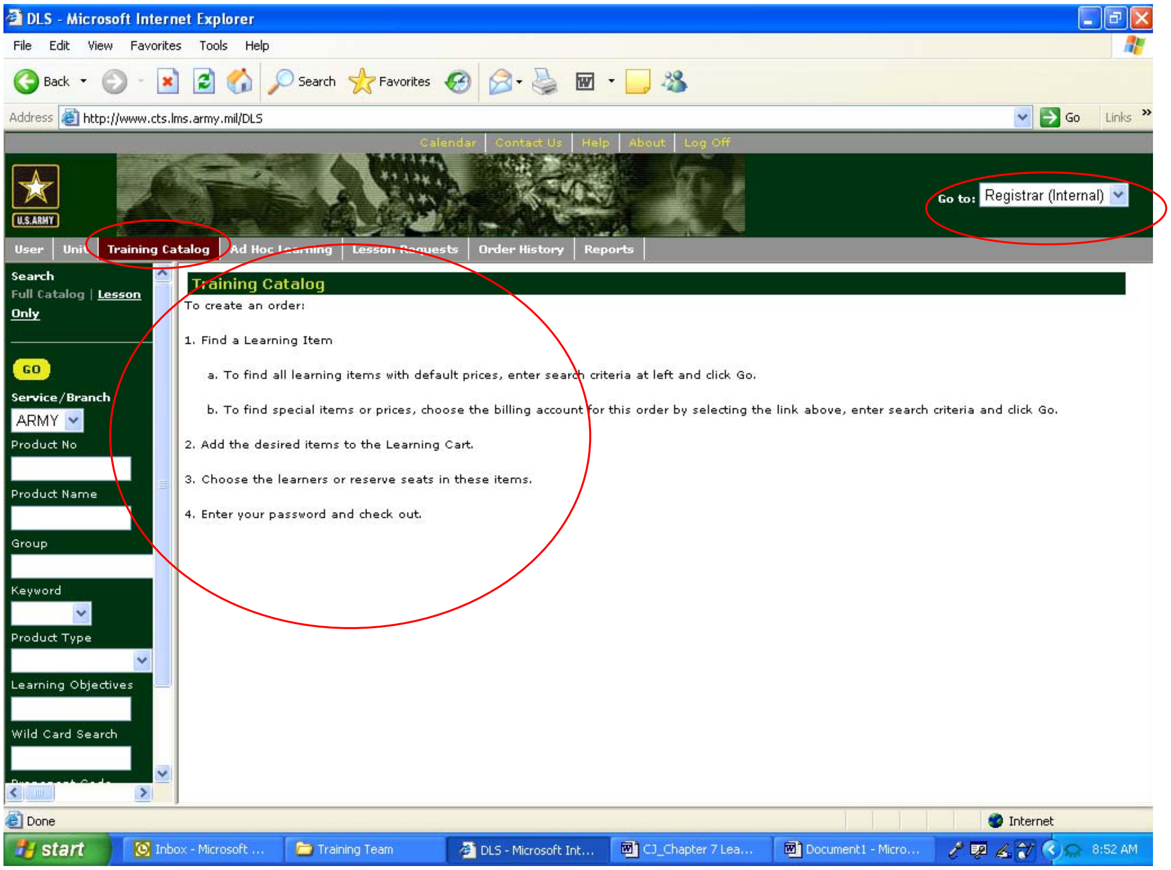
Managers can register learners who belong to their group for catalog items. Once the registrations are created (and approved, if necessary), the registration appears in the learner's Registrations page and the order is listed in the learner's Order History page.

To order items for other learners:

1. Select Registrar from the Go to: drop-down menu.
2. Click the Training Catalog tab on the Horizontal Tab Bar.
3. Enter criteria in the search fields and click Go to display a list of catalog items.
4. Click the shopping cart icon in the Register column to display the Confirm Your Request pop-up window.
5. Select Add Learners from the Action List drop-down to display the Group Registration window.
6. Enter search criteria and click Go to list learners.
7. Select one or more learners and click Add. You can add your own name if desired. You can also select Reserve seats from a drop-down menu next to a listed item. Entering a number of seats to be reserved will add more copies of the catalog item to the order list. You can delete an item from the list by clicking the delete icon. When you add a learner or reserve a seat, the system adds an extra line that you should delete.
8. Enter your password.
9. Click the Checkout button to display the Order Receipt window.

Once you close the confirmation window, you can only access the window by adding a new item to the cart.

Note: You can also order items for learners through the My Home module by using the Training Catalog tab.

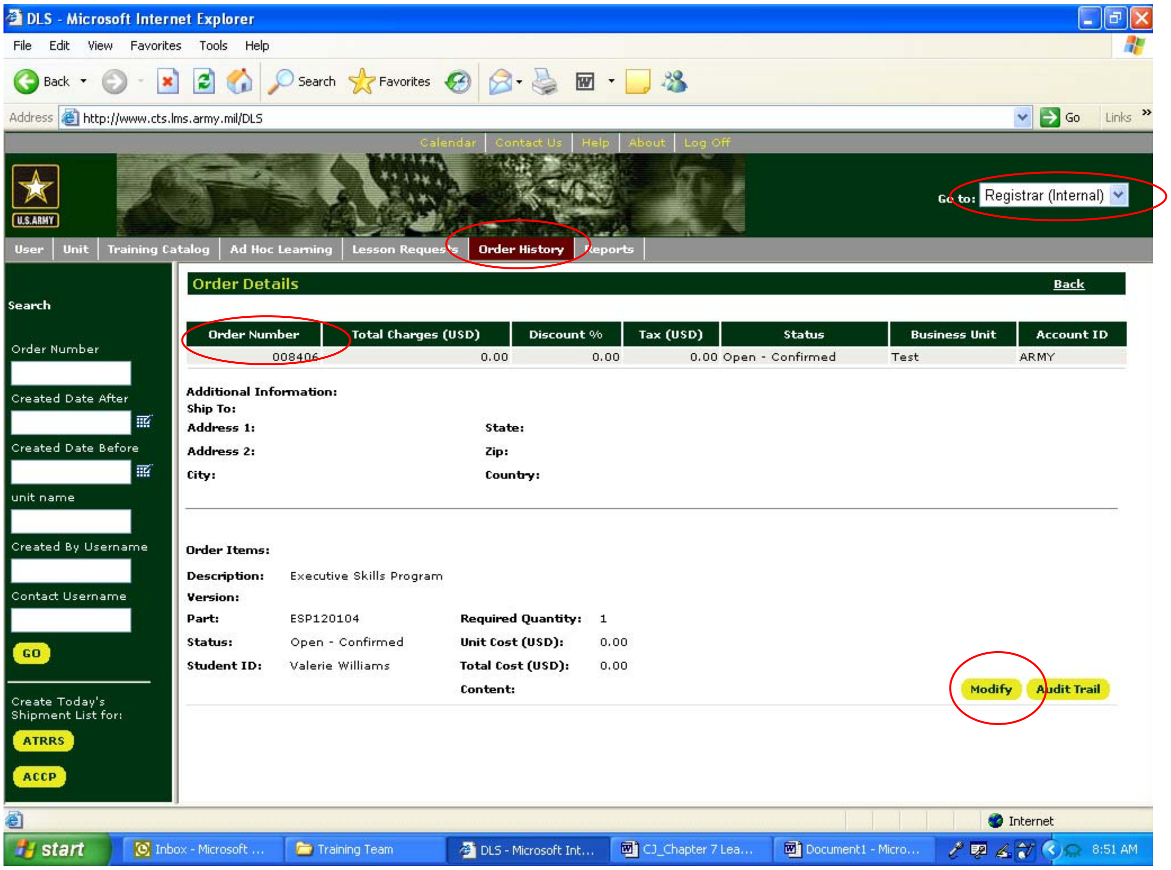


6.3.2 Cancel Direct Reports' Registrations

As the UTM, you can cancel view and cancel a registration made by one of your direct reports through the Profiles tab of the My Team Module. You can select the direct report, view the registrations, and click on the Cancel Icon beside the desired course.

To cancel registrations:

1. Select **Registrar (Internal)** from the **Go to:** drop-down menu.
2. Click the **Order History** tab on the Horizontal Tab Bar.
3. Enter criteria in the search fields and click **Go** to display a list of orders.
4. Click the Order Number link to view order details.
5. Click the **Modify** button to display the Modify Order Item page.
6. Click the **Cancel Item** button.



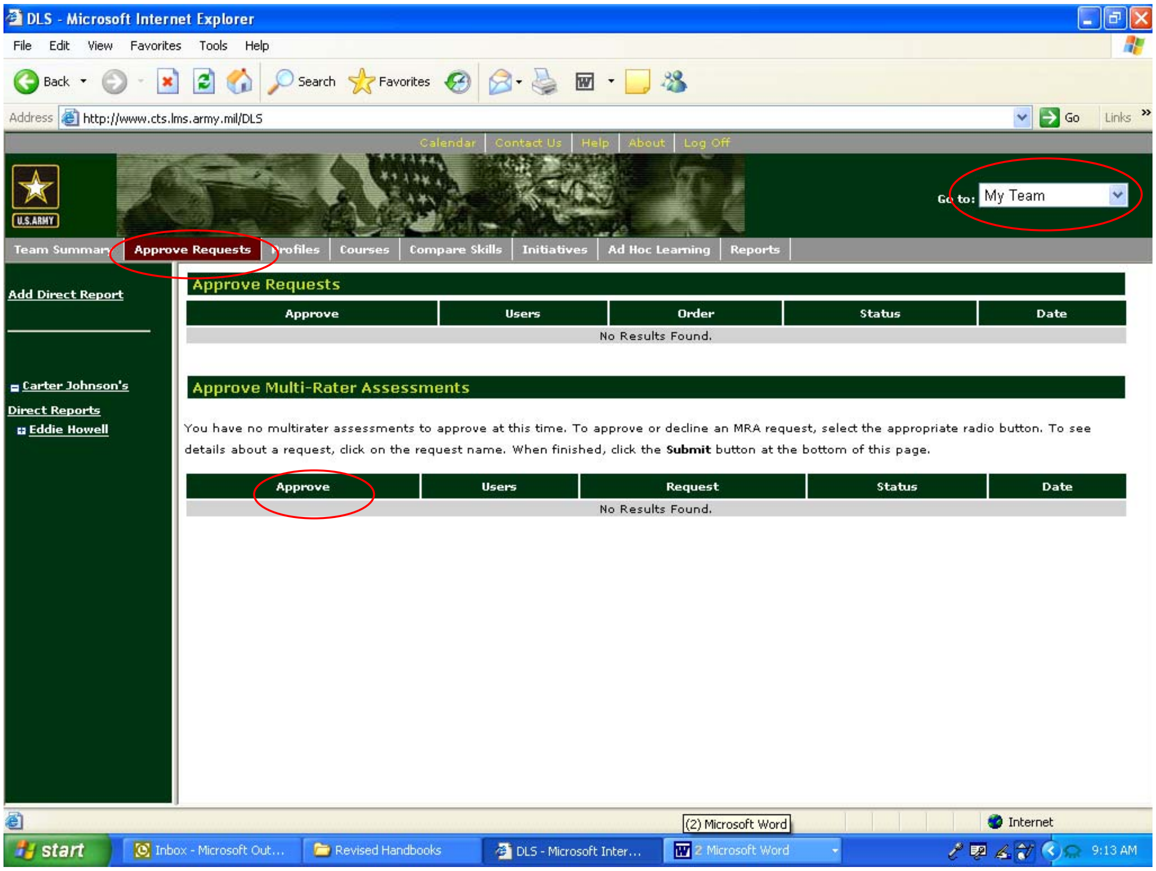
6.3.3 Approve Registration Requests

If a Learner requests registration for a training item (course, lesson, or product) that requires your approval, you are notified that there are approvals pending for that Learner. If you approve the request, the Learner is sent a confirmation notice. If you deny the request, the Learner is notified and the request is canceled.

Learning Approvers can approve or disapprove catalog items that learners have requested, when approval is needed. When a learning approver or manager requests a catalog item for a learner, it is automatically approved.

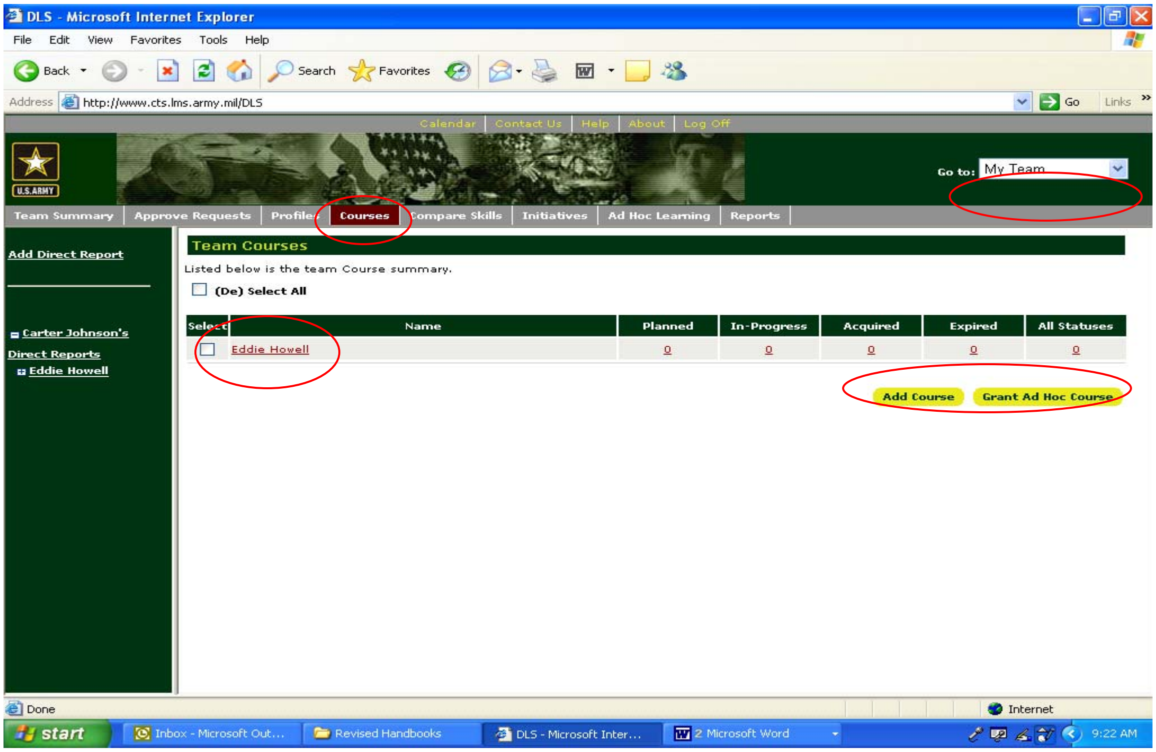
To approve catalog items for team members:

1. Select My Team from the **Go to:** drop-down menu.
2. Click the **Approve Requests** tab on the Horizontal Tab Bar. The Approve Requests section appears at the top of the page.
3. Approve or disapprove requests by selecting **Yes** or **No** in the **Approve** column. You can select all items by checking the Select `Yes'/'No' for All box.
4. Click the requester's name to view detail information about that person. You can send an email message to that person by clicking the email address link on the detail page.
5. Click the order number to see more information on the item.
6. Click the **Submit** button to save the changes. You can click the **Reset All Approvals** button to clear any changes you made since opening the page.

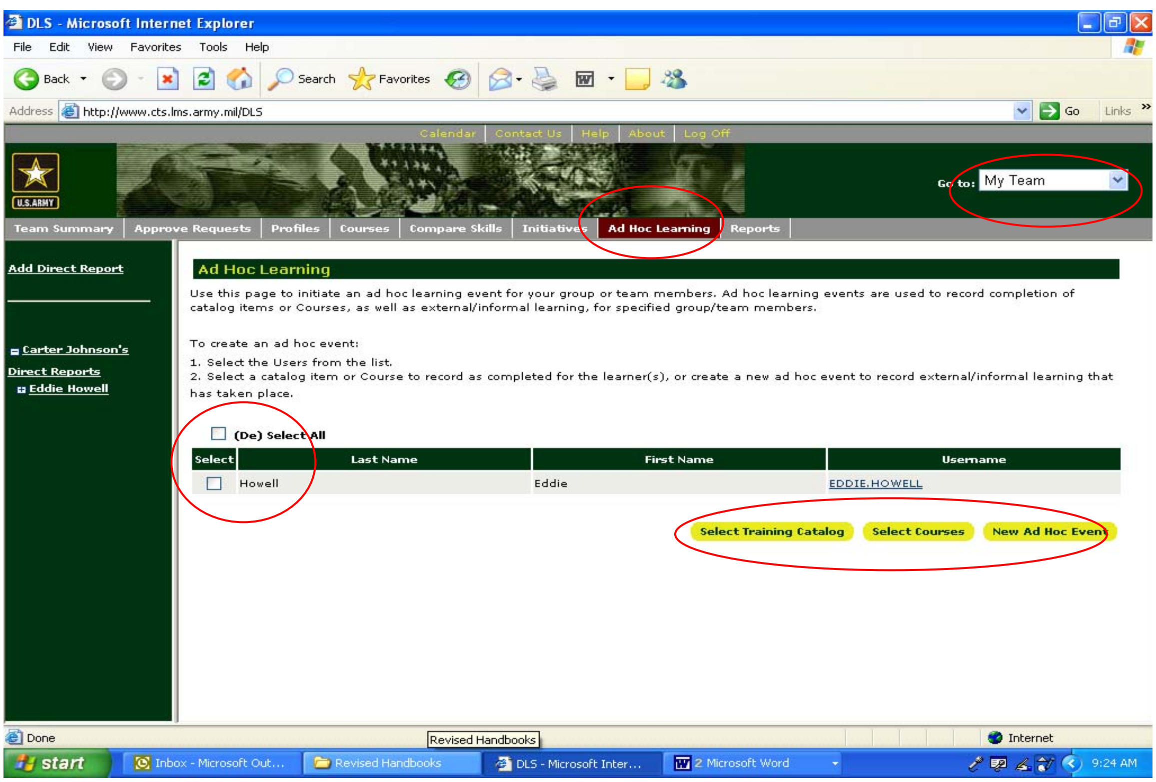


6.3.4 Create Bulk Registration Requests

As a Learning Approver, you can create registrations for part or all of your organization. Select My Team from the Go to: drop-down menu and select the Courses tab on the Horizontal Tab Bar. After you have selected your team members, you can select courses or individual products from the Training Catalog for your team.



To record completed events for your team, e.g., military ceremony or completing PRT, go to the Ad Hoc Learning tab. After you have selected the team members, you can identify the event or product and grant credit.



6.4 Training Management

The Training Management function includes functions associated with the administration of the LMS. These functions range from accessing the LMS, to viewing your personal information, to running reports and maintaining databases. Your functions include:

- Personalize Your Homepage
- View Your Team (Direct Reports)
- Add Direct Reports
- Create Reports
- Find User Roles.

6.4.1 Personalize Your Homepage

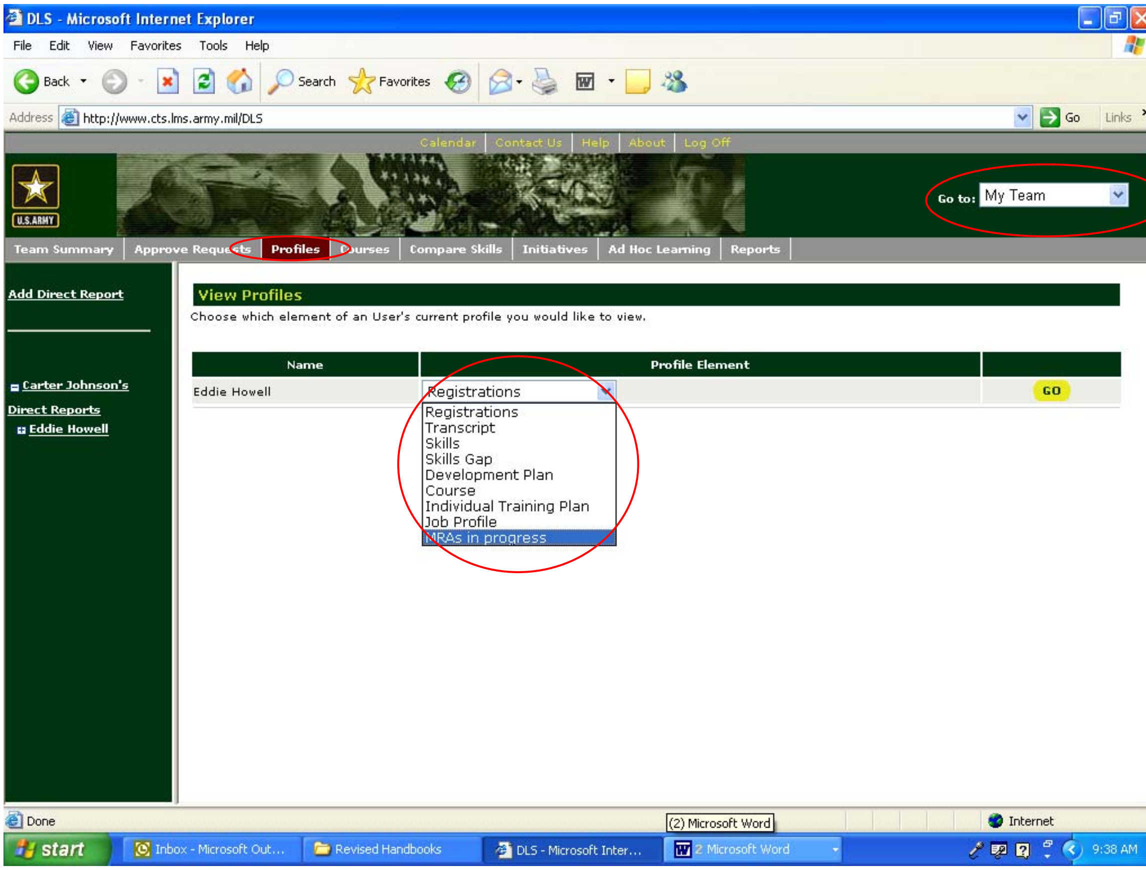
The following are Quick Links or Notices available only to Learning Approvers when Personalizing the Homepage (Section 2.2):

Quick Link	Takes You To:
Approvals Awaiting Response	Notice appears on My Home tab in My Home
Team Summary	Team Summary tab in My Team
Approve Requests	Approve Request tab in My Team
View Profiles	Profiles tab in My Team
Compare Skills	Compare Skills tab in My Team
Initiatives	Initiatives tab in My Team
Ad hoc Learning	Ad hoc Learning tab in My Team

6.4.2 View Your Team (Direct Reports)

If a Learner is a member of your organization, you have the ability to view information about that the learner. (See Add Direct Reports) This would be helpful for determining their other training commitments before approving learning.

Learning Approvers can view the profiles of each member (subordinates) of their team and carry out actions as described in the table below. The pages are displayed by selecting each item from a drop-down menu next to the team member's name.



Descriptions of the drop-down tab selection permissions are as follows:

Menu Item	Page Description
Registrations	Allows you to view registrations for a team member and mark them complete.
Transcripts	Allows you to view transcripts for a team member.
Skills	Allows you to view the current skills for a team member. You can also view a skill's history and add a new skill for the member.
Skills Gap	Allows you to view the skills gap for a team member by job type.
Development Plan	Allows you to view the development plan for a team member and to add tasks and learning resources for the member.
Course	Allows you to view, add, or delete courses for a single team member. You can see all your team members' courses by clicking the Courses tab. You can also assign and grant courses on this page. For more information, see "Courses Tab" .

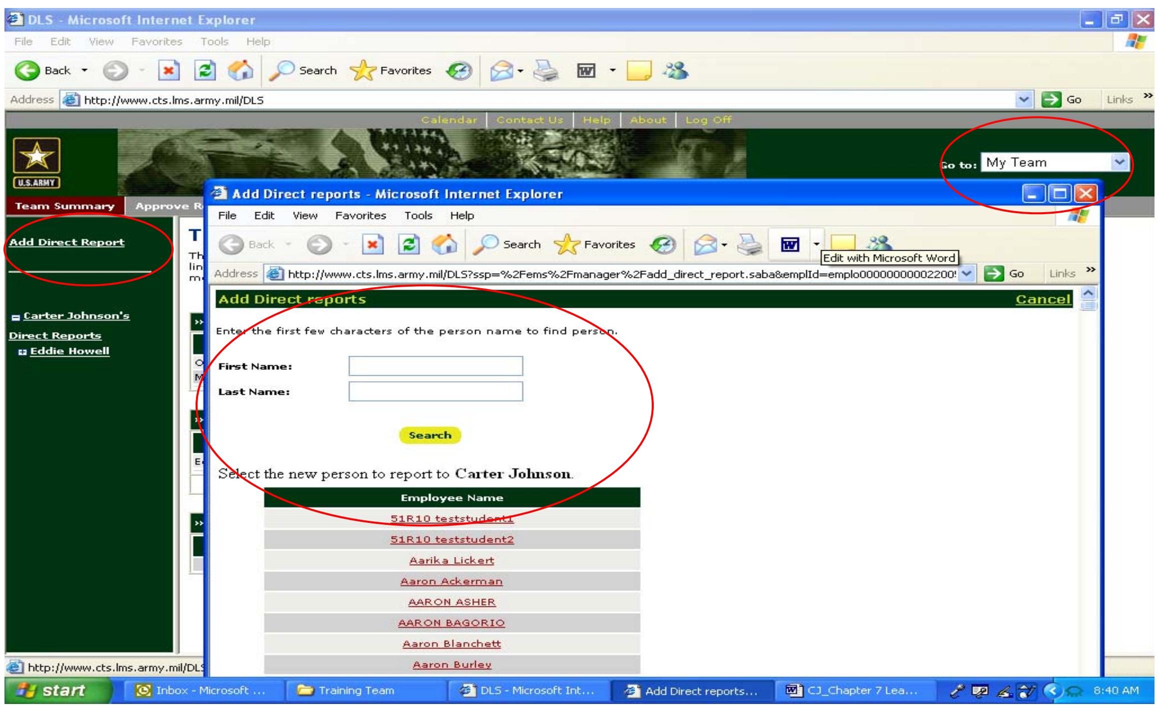
Individual Training Plan	Allows you to view courses for a team member by job type.
Job Profile	Allows you to view job roles for a team member.

6.4.3 Add Direct Reports

If you are assigned as a Learning Approver for Learners in the LMS, you must add them to your list of members in your organizations before you can approve training requests or training information.

A Learning Approver or Unit Training Manager can add direct reports to their My Team page by following these steps:

1. Select **My Team** from the **Go to:** drop-down menu and click on the **Team Summary** tab on the Horizontal Tab Bar.
2. Click on the **Add Direct Report** link in the Left Navigation Bar.
3. Type the first few letters of the user's first or last name and click **Search**.
4. Click on the name of the person you would like to add as your direct report.



You can add subordinates by clicking the **Add Direct Reports** link in the Left Navigation Bar in the **My Team** module.

Once you have added a user as your direct report, you will have access to view information about their account, such as registrations and transcript. To learn more about this view see the **Profile Tab** (Section 6.4.2).

6.4.4 Create Reports

The LMS provides pre-defined reports on a wide range of data. You can access data and reports in some or all of the modules found in your drop-down menu, with the exception of My Home. Exactly what you will see depends on your role and your security privileges.

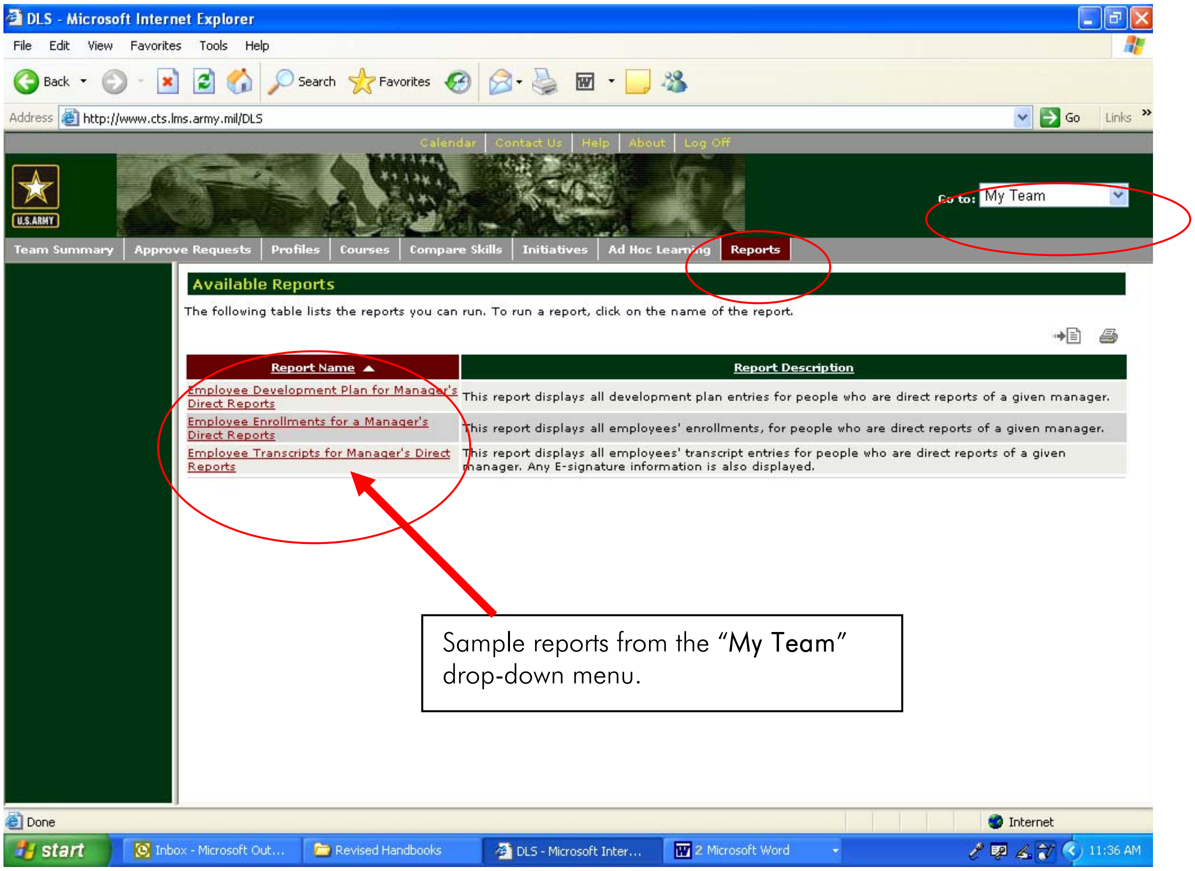
Once you select one of the modules in the drop-down, the LMS displays the Reports tab, which lists the available reports for that module. Some reports may be available within multiple modules. For example, “Classroom Instructor Assignments” may appear under “Lessons,” “Instruction,” and “Resources” since not everyone has access to all three modules.

Once you have located the desired report, select it. Depending on the contents of the report, the LMS may prompt you to enter more information before the report is generated (e.g., the “Roster” report prompts you for the lesson number). After you enter any additional data, the LMS generates and displays that report. From the report displayed on the screen, you can print out the report, export it as a file to your computer, or search the text.

When you request a report from over the web, you must be careful that you get the correct data. If you attempt to run the same report a second time but with new information (e.g., a new lesson number), your browser may call up the first report from the memory cache on your computer. To avoid this, click the Refresh icon on the Reports viewer. The report data will be refreshed according to your new entries.

The steps necessary to run or view system reports are:

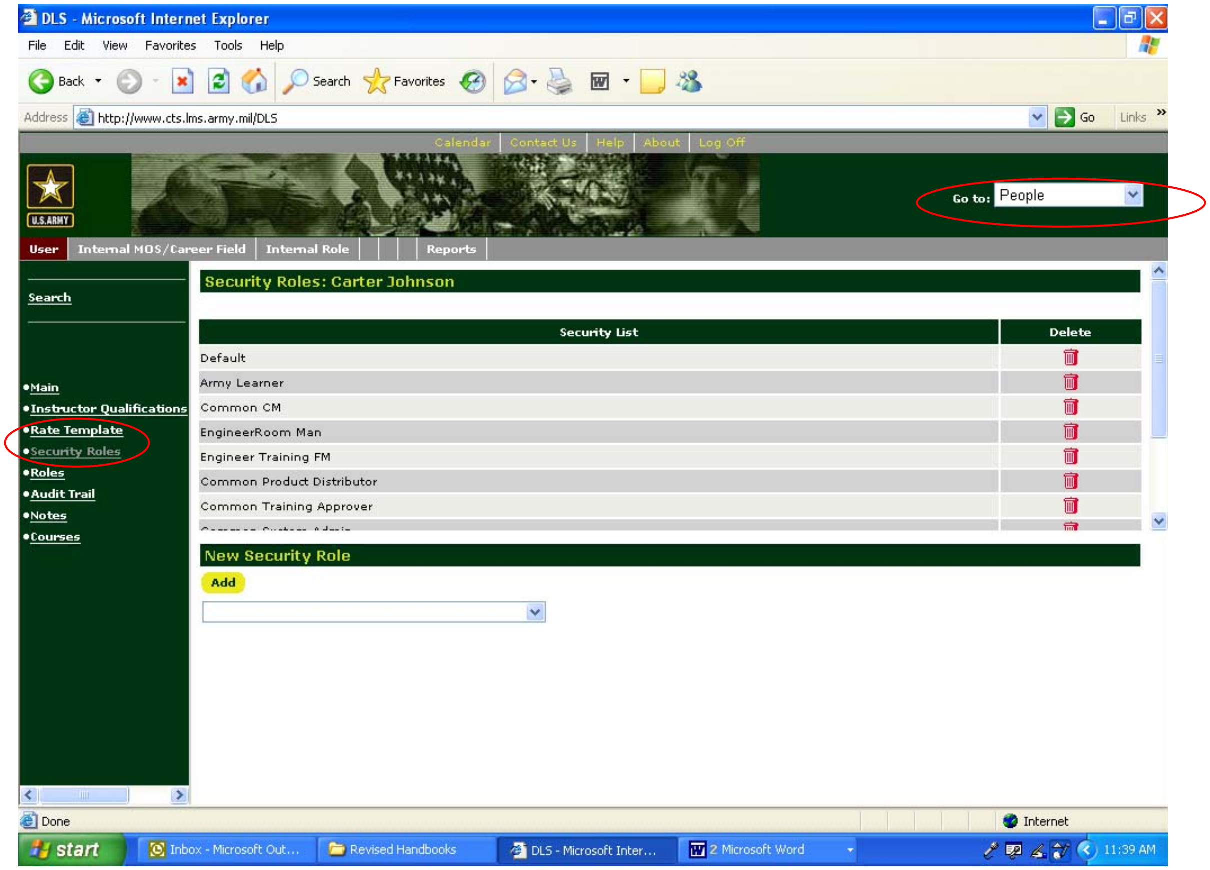
1. Access the LMS.
2. Choose one of the modules from the Go to: drop-down menu. The system displays the tabs for the module. If the module supports running reports, a Reports tab is displayed on the Horizontal Tab Bar.
3. Click the Reports tab. A list of the system reports that have been assigned to the current module is displayed. If no system reports have been assigned to the current module, the page does not display any reports.
4. Select the name of the report you wish to run.
5. If required, enter parameter information and click Submit. If no parameter fields appear, simply click Submit.



6.4.5 Find User Roles

The LMS allows you to view the roles of other users. To accomplish this,

1. Select **People** from the **Go to:** drop-down menu.
2. Enter the criteria for the specific user and select **Go**.
3. Select the **Edit** icon beside the desired user name.
4. Click on the **Roles** link in the Left Navigation Bar
5. If the user is associated with other roles, those will be listed in the **Security Roles** tab in the Left Navigation Bar. Click on the **Security Roles** list to find any additional roles associated with the user.



6.5 Other Functions

The LA/UTM provides other supporting functions to facilitate Learner training. These support functions include (Section 2.12 through Section 2.17):

- Counseling
- Learner Searches
- Community Creation and Access
- Accessing Experts
- Accessing Information

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Learning Management System

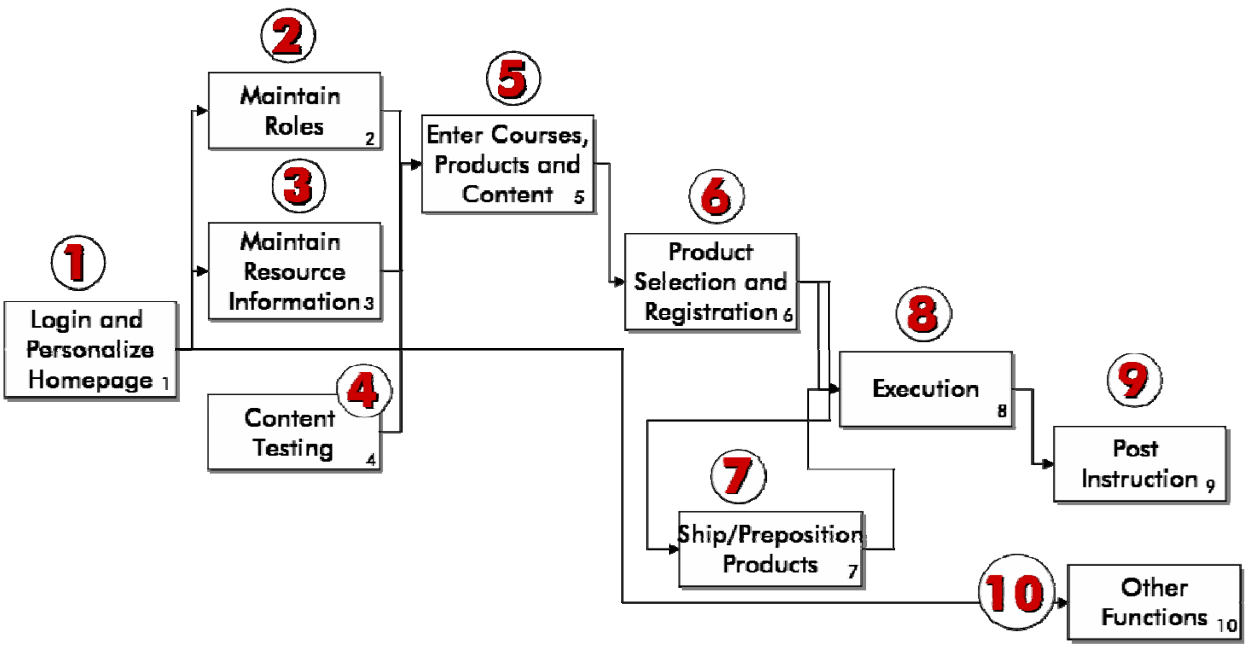
Chapter 7
Facility Manager/Product Distributor

Table of Contents

7.1 Business Processes

The high-level business processes are presented graphically below. The primary purpose of this handbook is to provide the user with the procedures required to successfully navigate these business processes as their particular role functionality dictates. Detailed information on the interactions and interfaces among and within each of the business processes can be located within the Training Standard Operating Procedures (SOP) Manual. This manual is located in the Reference section of the LMS Help application.

This Facility Manager/Product Distributor (FM/PD) section will present the steps required for System Login and Personalize the LMS homepage; and Maintain Resource Information.



In this chapter, you will obtain a greater understanding of the LMS and the system functions you will use in the role of a Facility Manager (FM) or Product Distributor (PD). Please refer to Section 1.3 to review procedures for LMS Login and Personalize Homepage (Section 2.2), as well as an understanding of the functionality of the links inherent in the My Home module (accessible within all LMS roles).

7.2 Introduction

Listed below are the modules that are accessible in the LMS for the FM/PD roles, together with the Tabs (from the Horizontal Tab Bar), associated with that module, and the links located in the Left Navigation Bar associated with each Tab. Modules are found by clicking within the Go to: drop-down menu in the upper right quadrant of the LMS screen.

<table>
<tr><th colspan="3">Common Module</th></tr>
<tr><th>Go-to:</th><th>Tab</th><th>Left Navigation Bar</th></tr>
<tr><td rowspan="8">My Home

This module (the default module for all users) allows you to view your training information including transcript and registrations as well as search the catalog and launch collaboration functions.</td><td>My Home</td><td>Registrations
Development Plan
Search Training Catalog
Find Experts
Find Communities
Order History
Transcript
NOTE: Some Users may have more links.</td></tr>
<tr><td>My Development</td><td>Registrations
Transcript
Skills
Skill Gap
Development Plan
Course Progression
Individual Training Plan</td></tr>
<tr><td>Training Catalog</td><td>No links – only search capability.</td></tr>
<tr><td>Information Resources</td><td>No links – only information</td></tr>
<tr><td>Collaboration</td><td>Communities of Practice
Personal Communities
Create Communities
Q & A
People Online</td></tr>
<tr><td>Experts</td><td>Find Subject Matter Experts
Communities in which I am an Expert</td></tr>
<tr><td>Assessments</td><td>Assess Others
Critiques</td></tr>
<tr><td>Personal Info</td><td>Main Information
Lesson Requests
Job Profile
Personalize Catalog
Personalize Homepage</td></tr>
</table>

Facility Manager Unique Modules		
Go to:	**Tab**	**Left Navigation Bar**
Resources This tab allows you create, edit, and delete resources. Management of the resources occurs in the Catalog module.	Facility	Create Search
	Equipment	Create Search
	User	Search
	Location	Create Search
	Building	Create Search
	Batch Resources	Search for Lessons
	Service Provider	Create Search
	Reports	(See list on Main screen)
Product Distributor Unique Modules		
Go to:	**Tab**	**Left Navigation Bar**
Catalog This module allows you to create, edit, and delete catalog items, including products, courses, and instructional units.	Curriculum	Create Search
	Lesson Template	Create Search
	Product	Create Search
	Course Iteration	Create Search
	Roster Template	Create Search
	Courses	Create Search
	Library	Search
	Reports	(See list on Main screen)
Registrar This module allows you to view and manage your unit(s), including registering members of your unit for training.	User	Search
	Unit	Search
	Training Catalog	Search

7.3 Training Resources Defined

The Resources required to conduct training fall into four general categories, each traditionally regarded differently by the training community and each managed somewhat differently by the LMS. Those categories with examples of each are:

- Equipment- (vehicles, tools, training aids, machines, and devices),
- Expendables- (paper handouts, classroom supplies, shop stock, storage disks),
- Facilities- (traditional classrooms, DTFs, ranges and sites, motor pools), and
- Instructors, including Assistant Instructors, SMEs, and Facilitators.

This document provides guidance and instruction on the procedures and techniques for the management of the facilities, equipment and expendables resource categories. The management of instructors and other faculty is performed by the Course Manager and Class Manager (Section 3.1 and Section 4.1).

7.3.1.1 Reserving Resources

Training resources can be thought of as those tangible items required, along with trainers, trainees, venue, and content, to conduct training. Because training resources usually need to be physically present at the time training occurs, they need to be made accessible *in advance*, frequently requiring physical transportation to the training site. Where training resources are limited to the extent that the demand for them can at times exceed the supply on hand, prudent trainers *reserve* those resources so that they will be available when needed for training. The process of reserving resources, in effect earmarking them for the exclusive use of the requester at a specified time and date, is known as Scheduling that resource. Schedulers and Class Managers (Section 4.5) perform these tasks in the LMS.

7.3.1.2 Management of Resources

The entry of resources into the database is, to some extent, a local decision determined by the resource owner. The LMS is capable of capturing, storing, and tracking resources down to the paper clip level, but it is doubtful many organizations will find it profitable to do so. Of course most resources, particularly those with any monetary value, already reside within some existing management and/or accountability schemes. Institutions and organizations will need to determine whether they are best left under *status quo* management, placed under LMS management, or both.

7.4 Create and Edit Facility and Equipment Resources

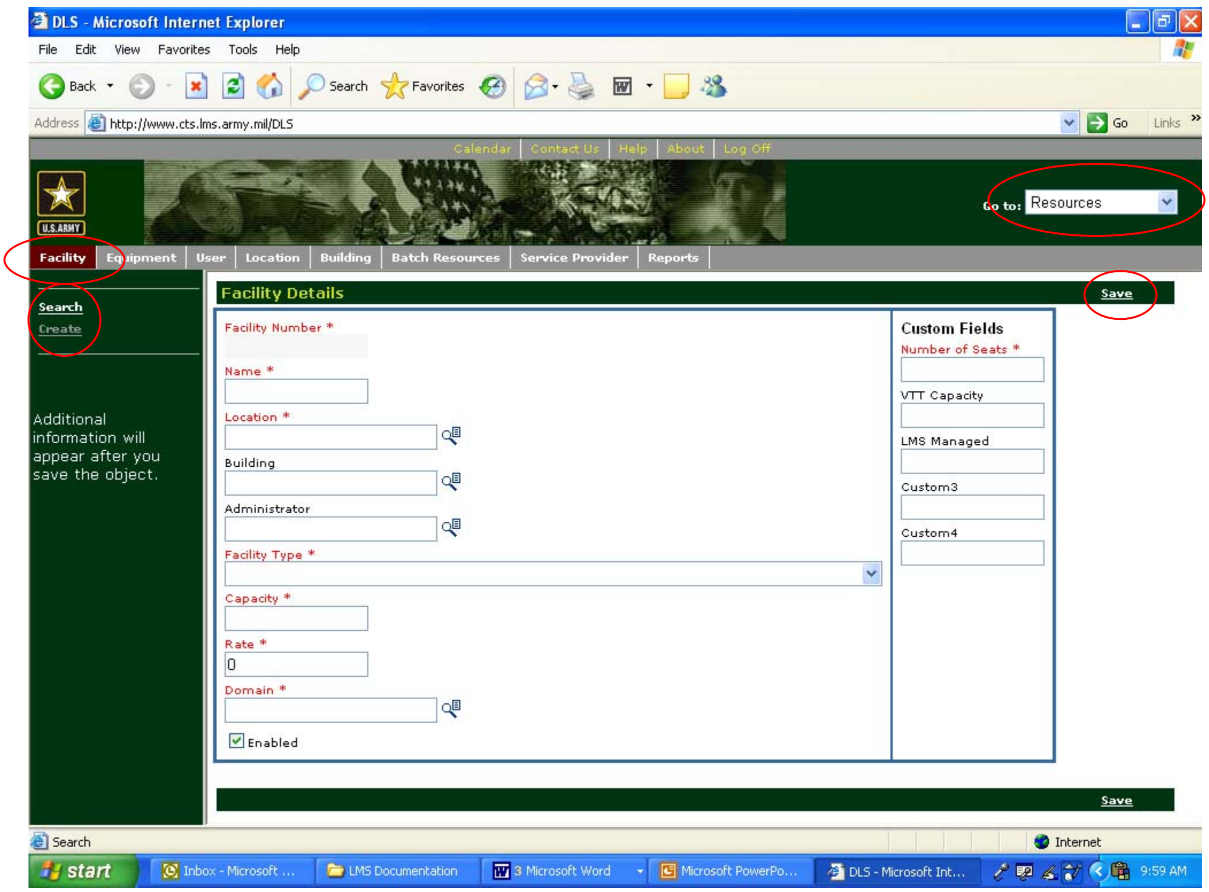
These FM tasks involve the initial creation of facility and equipment resources in the LMS and editing those resources already created in the LMS. While some resources will be electronically loaded into the LMS, you have the ability to add additional resources as needed. Editing the resource includes changing main information, such as name of resource or point of contact, as well as adding new calendar events. You could want to schedule a calendar event for the resource for maintenance work, downtime, etc.

In the LMS, the term Facility specifies a place where training occurs. This may or may not be in a physical structure (building). Likewise, there are buildings that have meaning to the LMS that are not training facilities. A building housing a unit supply room storing training resources would be an example. Classrooms are training Facilities, which exist within some buildings, regardless of their Building Type.

7.4.1.1 Creating a Facility

To create a facility in the LMS:

1. Select **Resources** in the **Go to:** drop-down menu.
2. Click **Facility** on the Horizontal Tab Bar to display the **Create** link in the Left Navigation Bar.
3. Click **Create** to display the **Facility Details** screen where you can define a new facility.
4. Enter the **required** information needed to define the location.
5. Click the **Save** link.



Below are listed the LMS Facility record fields the Facility Manager is presented with as either mandatory or optional fields when entering in Facility data:

- Name (mandatory field). This field is the unique identifier for the facility. For such facilities as classrooms within buildings (of any type), this would typically be the room number.

- Location (mandatory field). This is the physical site convention (Fort Drum, Yakima Firing Range) in use throughout the LMS.

- Building. On most Army installations, this should be a building number (e.g. Bldg 1206, rather than Nelson Hall). The name field links to a Building Data record that contains additional information about that building (see above). Not all training facilities are in or are associated with buildings. Note that a building number, if used, must first exist within the database, i.e. the building has previously been entered using the Building Data screen.

- Administrator. This is the field the Facility Manager uses to associate his/her name with this specific facility. The *examine* icon will provide the current listing of Facility Managers in the system.

- Facility Type (mandatory field). This field permits the grouping of like facilities to facilitate searches and sorts of the database. Every training facility entered in the LMS must fall under some Facility Type. Note that just as Facilities and Buildings are not the same, so, too, does the list of Facility Type choices differ from those available for Building Type.

- Facility Capacity (mandatory field). This is a number that represents the total number of Learners the Facility can hold. It does not necessarily equate to a number of seats available (see below).

- Rate (mandatory field). Rate refers to the hourly charges (facility lease) to the scheduling organization for use of the Facility. The system default rate is set to 0.

- Security Domain. Domains are closely associated with Proponents, but have the principal use of controlling access with respect to Content and Resources. Listing Resources under a proponent's domain restricts the use of those resources to the proponent organization. If an organization wants to ensure that a Resource is only to be used by organization members, the resource should be marked as "Restricted." Resources designated as available to all, should be listed in a Common Domain.

- Number of Seats (mandatory field). This number represents the number of seats available for training when scheduled.

- VTT Capacity. This field is default set to 0. For facilities with VTT capabilities (DTF, Classroom XXI, NG DTTP facility), this field accepts a numeric value for the number of spaces available for attendees at VTT sessions. Depending on the situation, this number can exceed the number of fixed seats, (e.g. 16 for an AC DTF, 20 for a Classroom XXI).

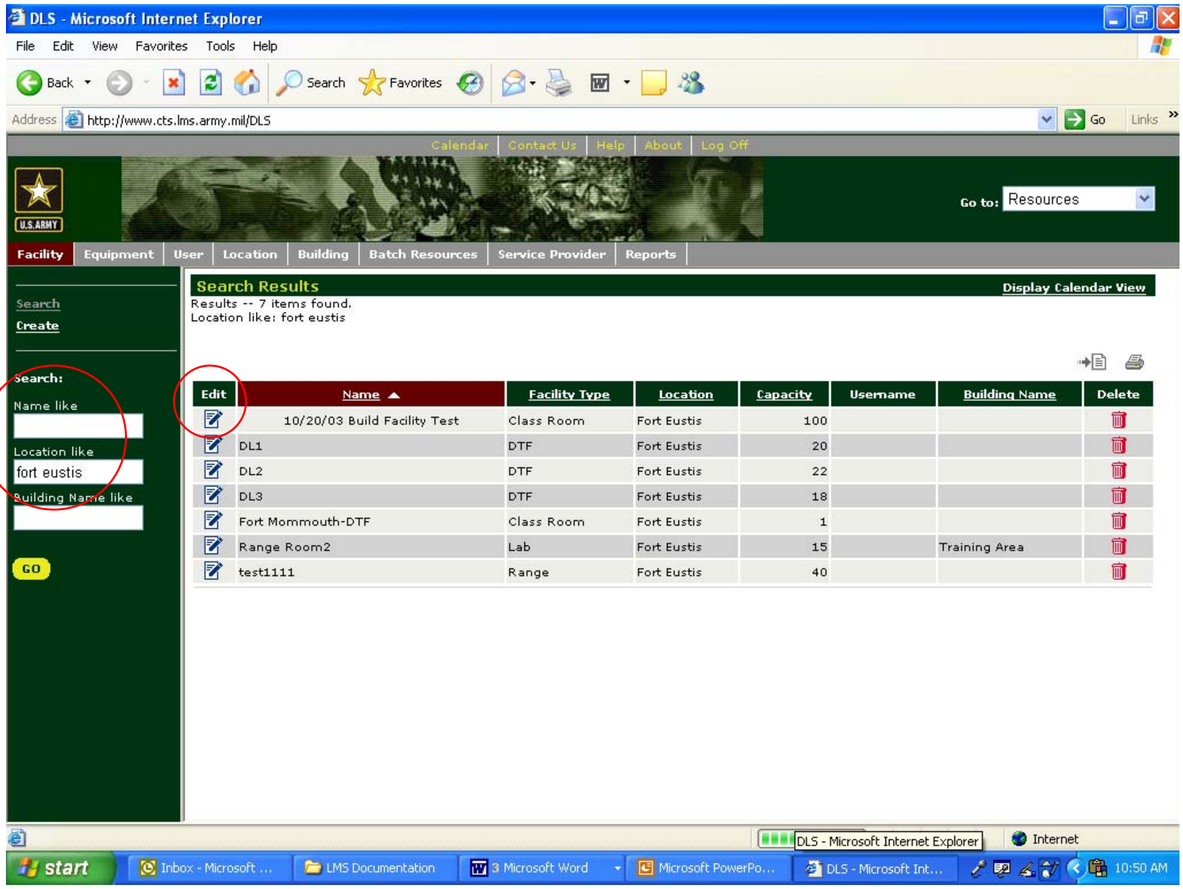
- LMS Managed. This is a binary field (Yes/No) used to alert the user to facilities, which are not scheduled at seat level by the LMS, but by an external scheduler, such as ATRRS.

7.4.1.2 Editing a Facility

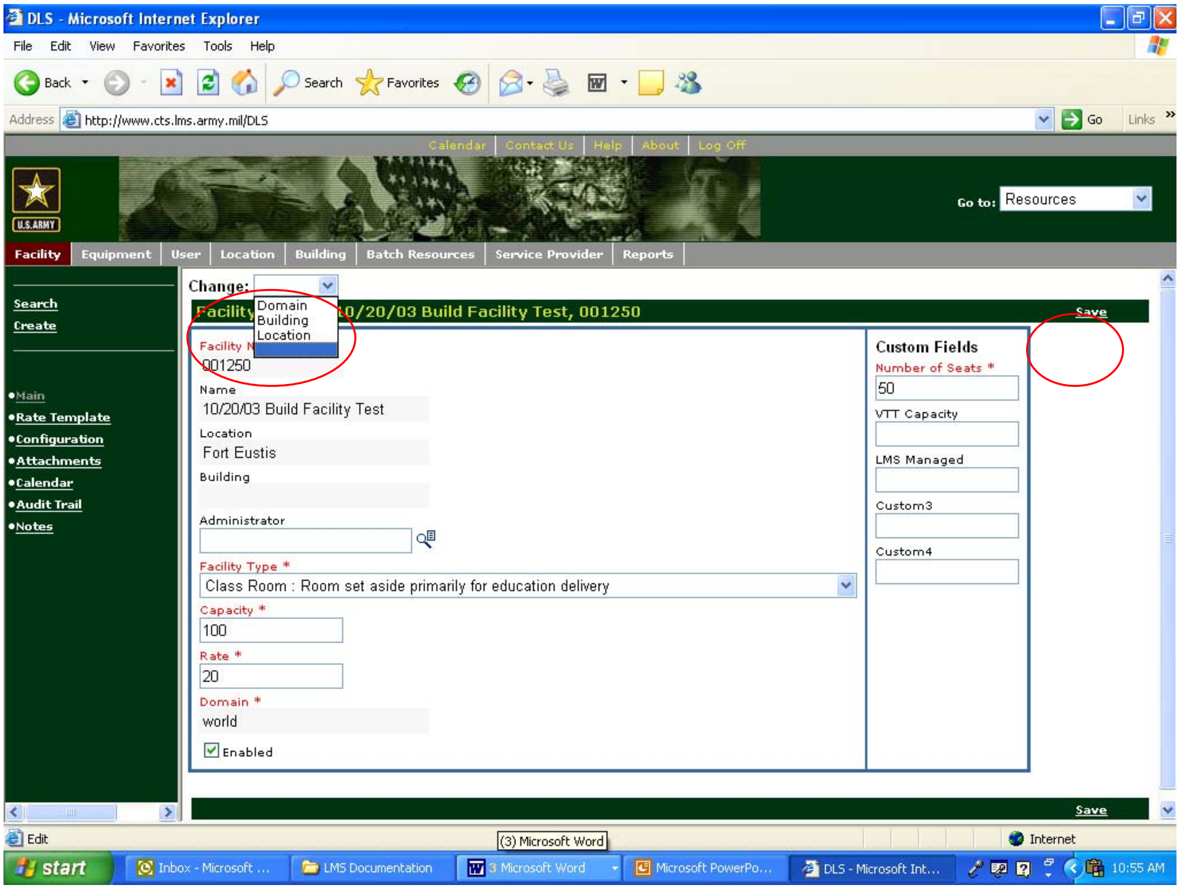
After the FM has created the facility, he/she may edit the specified attribute or add additional information. To edit:

1. Select Resources in the Go to: drop-down menu.
2. Click the Facility tab and click the Search link in the Left Navigation Bar.
3. Enter the search criteria and press Go.

4. Find the desired facility and click the **Edit** icon.



5. The FM can edit the information on the **Facility Details** screen by clicking in the appropriate data field.
6. Click **Save** to update facility record information.

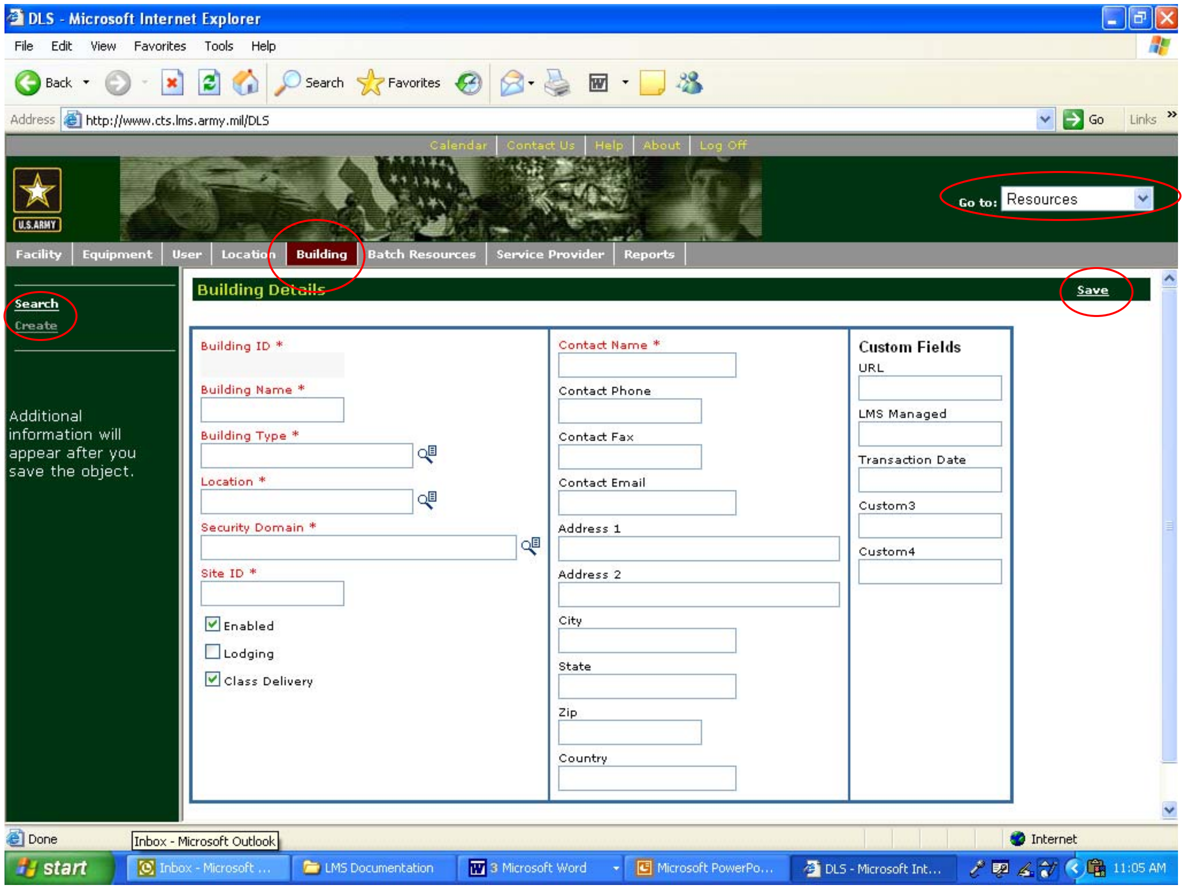


Note: Links to the following functions are displayed in the Left Navigation Bar which can also be edited.

7.4.1.3 Create a Building

To create a building in the LMS:

1. Select **Resources** in the **Go to:** drop-down menu.
2. Click the **Building** Tab on the Horizontal Tab Bar to display the **Search** and **Create** links in the Left Navigation Bar.
3. Click **Create** to display **Building Details** screen to define a building resource.



4. Enter the **required** information needed to define the building item:

    - Building Name (mandatory field). On most Army installations, this should be a building number (e.g. Bldg 1206, rather than Nelson Hall). The name field links to a Building Data record that contains additional information about that building. Not all training facilities are in or are associated with buildings.

    - Building Type (mandatory field). This field is similar, but not the same as the Facility Type field. Basic Facility Types in the LMS are drawn from the Army's real property installation database. It is possible to have a classroom *facility* within an administrative *building*. The *examine* icon (magnifying glass with detailed sheet) will provide Building Types previously established within the LMS. Facility Managers wishing to add a new Building Type to the available choices should follow the procedure specified under Management of Resources, Adding a New Type (above).

    - Location (mandatory field). This is the physical site convention (Fort Drum, Yakima Firing Range) in use throughout the LMS.

    - Security Domain. (mandatory field) See Security Domain under Create Facilities (Section 7.4.1).

- Contact Name (mandatory field). This field calls for personal data regarding the individual that LMS users need to contact for information about this building. It need not be a Facility Manager or any other formal Role Player known to the LMS.

  - Contact Phone.
  - Contact Fax.
  - Contact Email.
  - Address 1.
  - Address 2.
  - City.
  - State.
  - Zip.
  - Country.

- URL. If used, this field provides additional on-line information about the building.

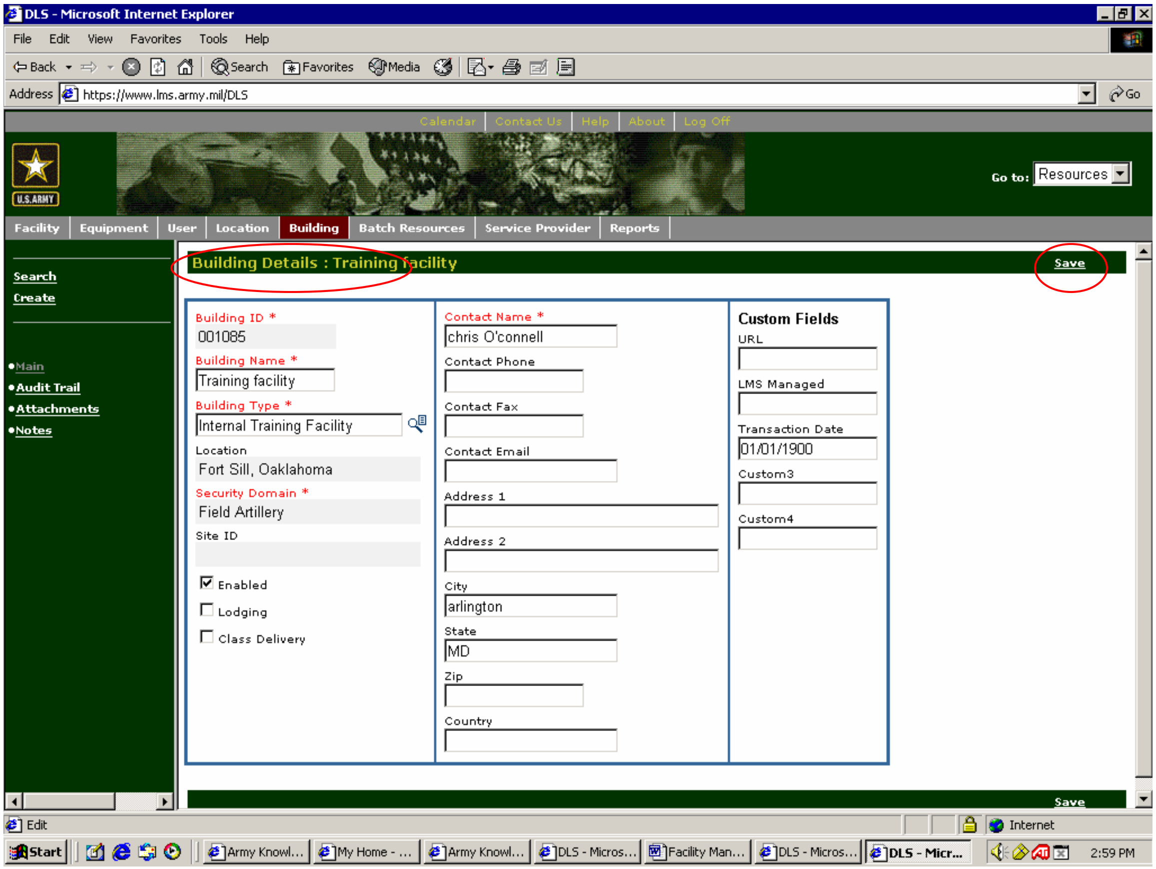
Note: Custom Fields -This area is reserved for configuration by the LMS System Administrator (SA). In this case three of the available fields have already been used by the LMS SA. They can be mandatory or optional entries as shown above. Enter information in the fields as required/desired.

5. Click Save to save the information and to create the building.

7.4.4 Edit Building

After the FM has created the building, he/she may edit the specified attributes or add additional information. To edit:

1. Select Resources in the Go to: drop-down menu.
2. Click the Building tab on the Horizontal Tab Bar and click the Search link in the Left Navigation Bar.
3. Enter the search criteria and press Go.
4. Find the desired building and click the Edit icon to display the Building Details page.



5. The FM can edit the information on the **Building Details** screen by clicking in the appropriate field.
6. Click **Save** to capture the updated building record information.

7.4.5 Create Equipment Items

To create an equipment item in the LMS:

1. Select **Resources** in the **Go to:** drop-down menu
2. Click the **Equipment** tab on the Horizontal Tab Bar to display the **Search** and **Create** links in the Left Navigation Bar.
3. Click **Create** to display the Equipment Details Screen to define an equipment resource.
4. Enter the **required** information needed to define the equipment item:

- Serial Number (mandatory field). This field uniquely identifies an item of equipment at the individual level. This can follow some universally recognized scheme, such as a truck's serial number or a more local convention, such as a stenciled bumper number.

- Description. This is a text (not readily searchable) field. Use of this field is left up to the equipment Resource Manager or can follow locally binding SOPs.
- Equipment Type (mandatory field). All equipment items must belong to an Equipment Type. The number of Equipment Types should not be so narrow as to cause an

unwieldy list from which to choose, nor so broad as to be ambiguous as to the Type's contents.

- Status (mandatory field). This is a critical field for the Resource Manager to keep current. Failure to do so can result in missed training (expected equipment unavailable) or an unnecessary waste of time and effort (seeking and finding replacements for equipment that is available).

- Department/Unit. This is the unit identification code (UIC) for the organization "owning" the piece of equipment. For example, this equipment appears on the property book of BXDYC0 (UIC for C Company, 199th Mess Kit Battalion).

- Point of Contact (mandatory field). This field calls for the name of the Facility Manager (Equipment) for this item. Note that Facility Managers for Equipment are assigned in the LMS at the end-item, (not the Type) level.

- Rate. Rate refers to the hourly charges (equipment lease) to the scheduling organization for use of the resource item. The system default rate is set to 0.00.

- Manufacturer (mandatory field). Self-Explanatory. For equipment items where this is unclear or unknown, the manager of this resource should use a commonly agreed-upon entry, such as "N/A."

- Vendor (mandatory field). In cases where physical ownership of an equipment item is retained by an external entity, this field should represent that entity through which the item is obtained. Locally "owned" property book items should reflect "US Army."

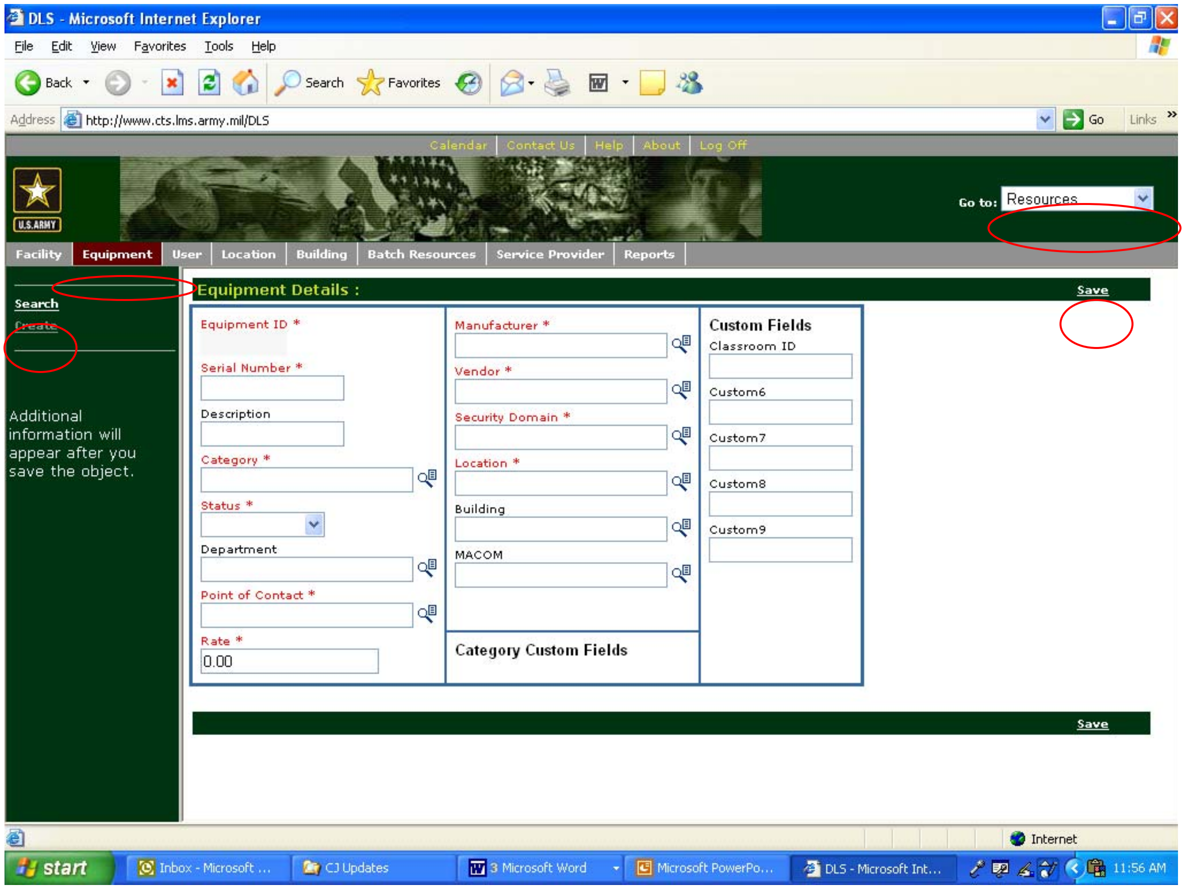
- Security Domain. See Security Domain under Create Facilities (Section 7.4.1).

- Location (mandatory field). This is the physical site convention (Fort Drum, Yakima Firing Range) in use throughout the LMS.

- Building. On most Army installations, this should be a building number (e.g. Bldg 1206, rather than Nelson Hall). The name field links to a Building Data record that contains additional information about that building. For Equipment Resources, this field refers to the physical building in which the resource item is kept (when not in use).

- MACOM. The MACOM (Major Command) field may be used when its association to the equipment item has significance. Resource owners and resource users are sometimes from different organizations. If costs are incurred for the use of resources in this situation, it may be important to know what major command the resource owner belongs to.

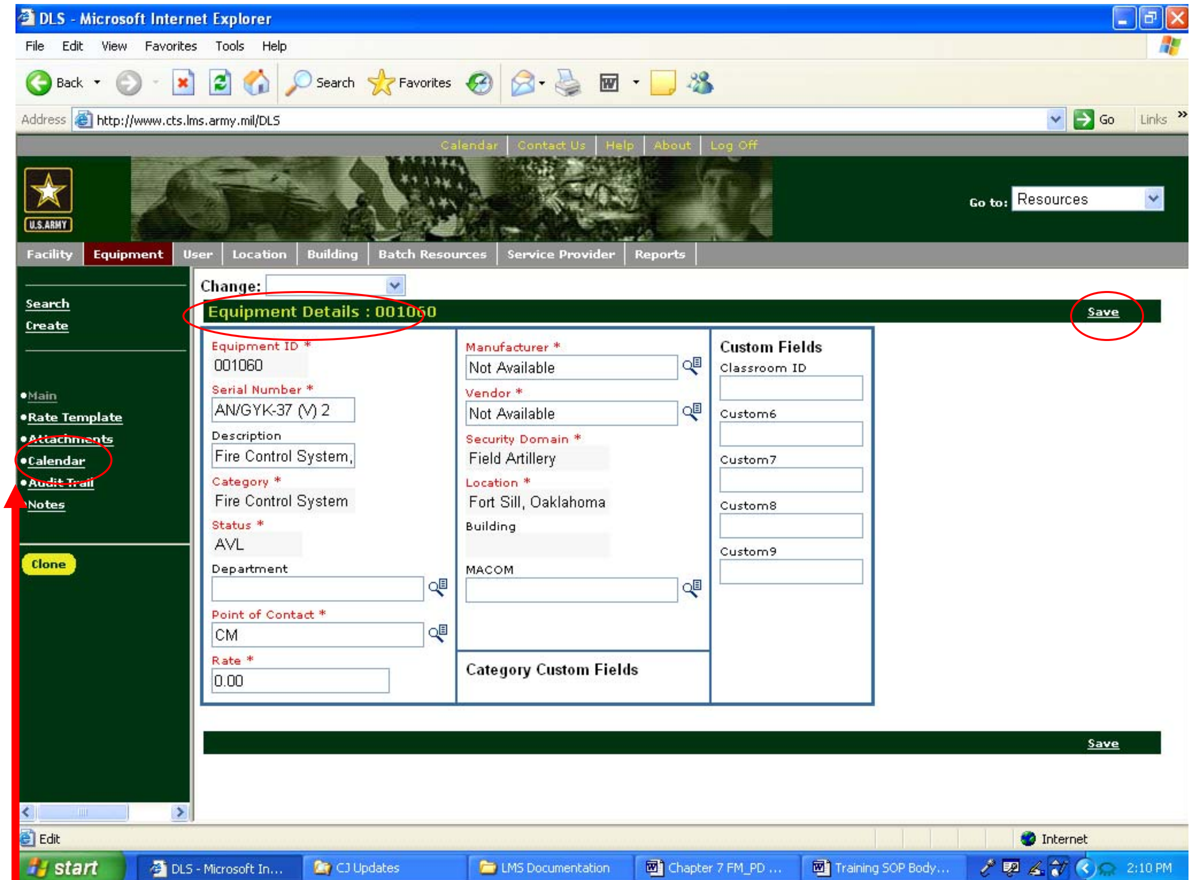
5. Click **Save** to save the information and to create the equipment item.



7.4.6 Edit Equipment

After the FM has created the equipment item, he/she may edit the specified attributes or add additional information. To edit:

1. Select **Resources** in the **Go to:** drop-down menu.
2. Click the **Equipment** tab on the Horizontal Tab Bar and click the **Search** link in the Left Navigation Bar.
3. Enter the search criteria and press **Go.**
4. Find the desired building and click the **Edit** icon to display the **Equipment Details** page.

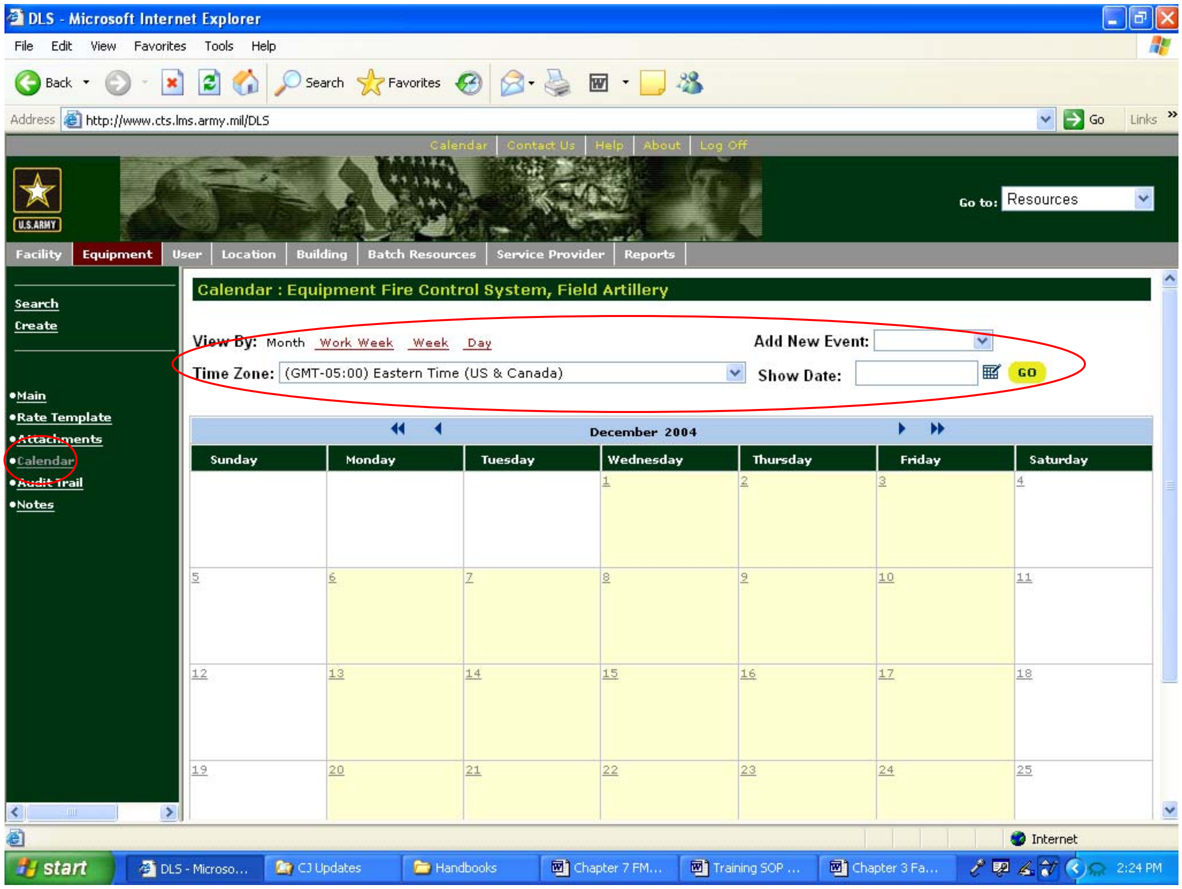


5. The FM can edit the information on the **Equipment Details** screen by clicking in the appropriate field.
6. Click **Save** to capture the updated building record information.

7.4.7 Viewing the Facility/Equipment Calendars

To use the facility resource calendar in the LMS:

1. Select **Resources** in the **Go to:** drop-down menu
2. Click **Facility (or Equipment)** on the Horizontal Tab Bar to display the **Search** link in the Left Navigation Bar.
3. Enter search criteria in the fields in the Left Navigation Bar and click **Search** to find an existing facility (or equipment item).
4. Click the **Edit** icon next to a facility listing.
5. Click **Calendar** on the left menu to display the calendar.



6. Use the following controls to add or find an event:

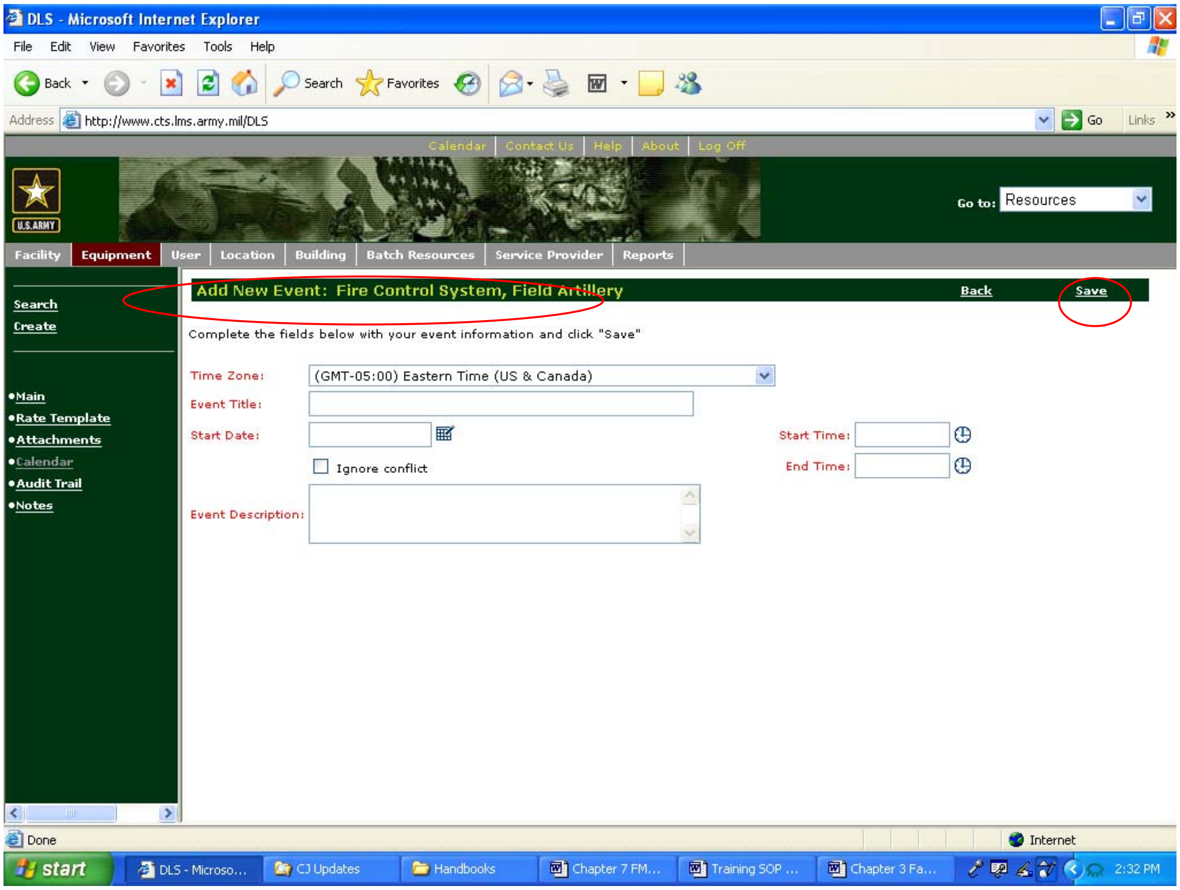
   - View By. Click on a link to display the calendar by month, work week (M-F), week, or day. Clicking the arrows moves the calendar display backwards and forwards by either a day (Day), a week (week, work week) or a month or a year (month). The day view can also be displayed by clicking the numerical date on a calendar when displayed in the week or month view.

   - Time Zone. Change the calendar display to show events in different time zones. The default is the user's time zone (as defined in their computer clock). If the time zone is changed, the events' times in the calendar will change to reflect the new time zone.

   - Add New Event. Use this functionality to schedule known events for the resource that would make it unavailable for regular scheduling (e.g., maintenance work). Select an event type to display the Event Detail page. The Event type has a Start Date, and the All Day Event also contains an end date.

   - Show Date. Selecting a date from the pop-up calendar and then clicking Go will display that date in the main calendar.

7. Click Save when finished if adding or editing an event.



7.5 Create, Assign Products and Inventory

Inventory items are physical products that are available for ordering. These may be:

- Products that appear in the Training Catalog
- Products that are used as resources for courses and lessons, such as manuals, notebooks, etc.

The Product Distributor (PD) will need to insert and update products so Learners can request them or insert and update inventory so resource managers can schedule them. Inventory items used as resources can be assigned to one or more locations. Assigning a location and specifying a quantity at the location enables the item to be specified as a resource for course and lesson iterations. Alternatively, the item may be shipped to students before iterations begin.

For the purposes of the LMS, creating product and inventory entries are the same thing. The only difference is when PDs are creating a product there is a check box to allow the product to be used as a resource. Checking that box makes the product a product as well as inventory.

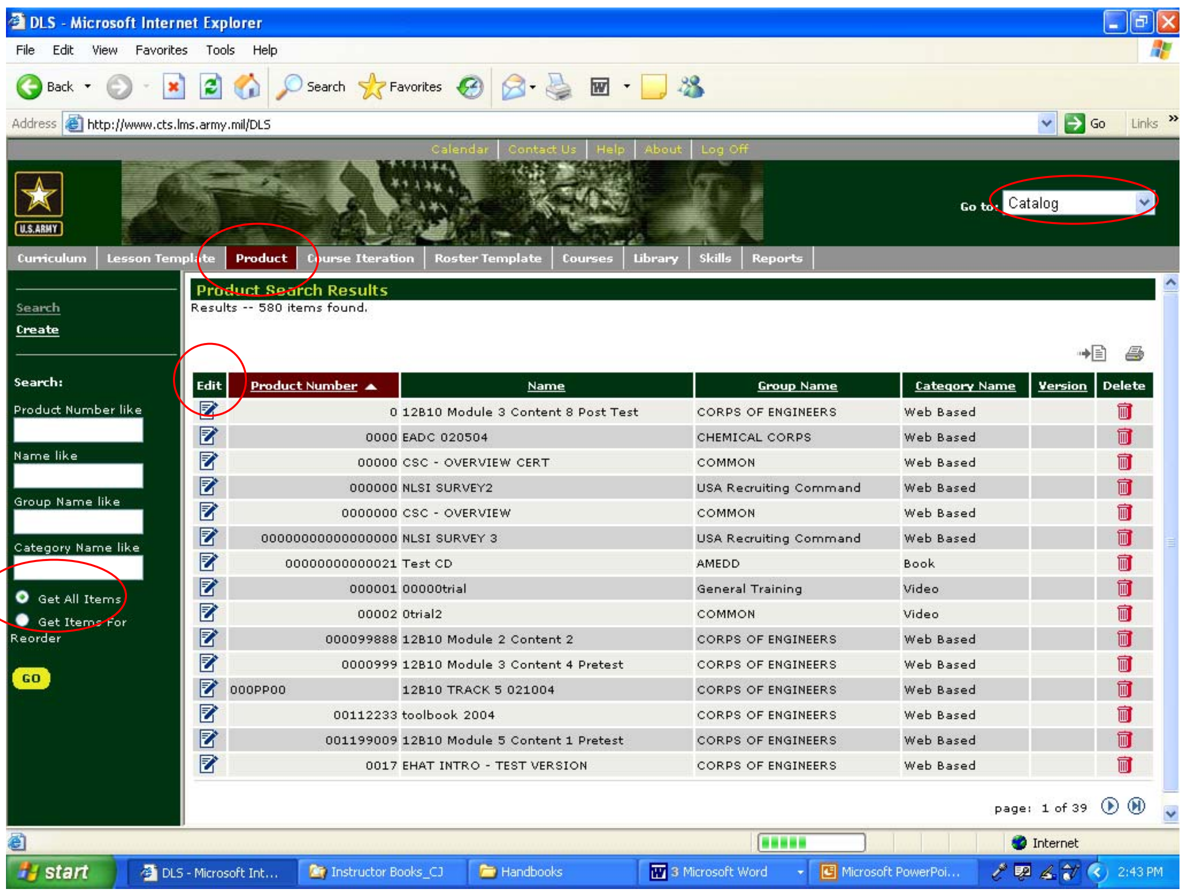
7.5.1 Assigning Inventory to Locations

Inventory is managed by location. Once the inventory has been created, you must assign it to locations so that it can be managed and scheduled. Additionally, when the inventory quantity at a location changes, the PD would use this process for updating that information.

Assigning an inventory location to a product indicates that the product is available at that location. When PDs assign a location to a product, they specify the quantity that is available at the location, as well as a reorder quantity. This process is also used for updating inventory quantities.

To assign one or more inventory locations to a product in the LMS:

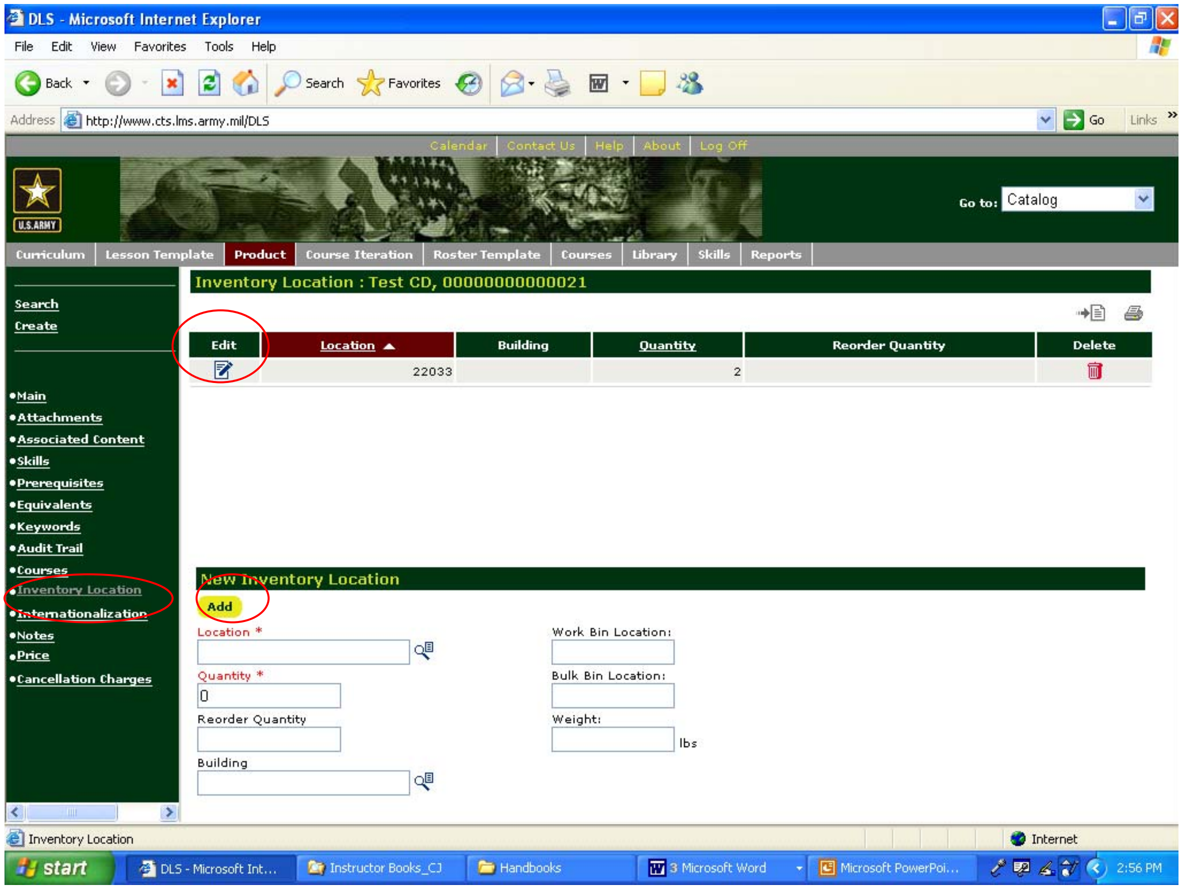
1. Select **Catalog** in the **Go to:** drop-down menu.
2. Click **Product** on the Horizontal Tab Bar.
3. Search for the product or inventory using the search criteria fields in the Left Navigation Bar and click **Go**.



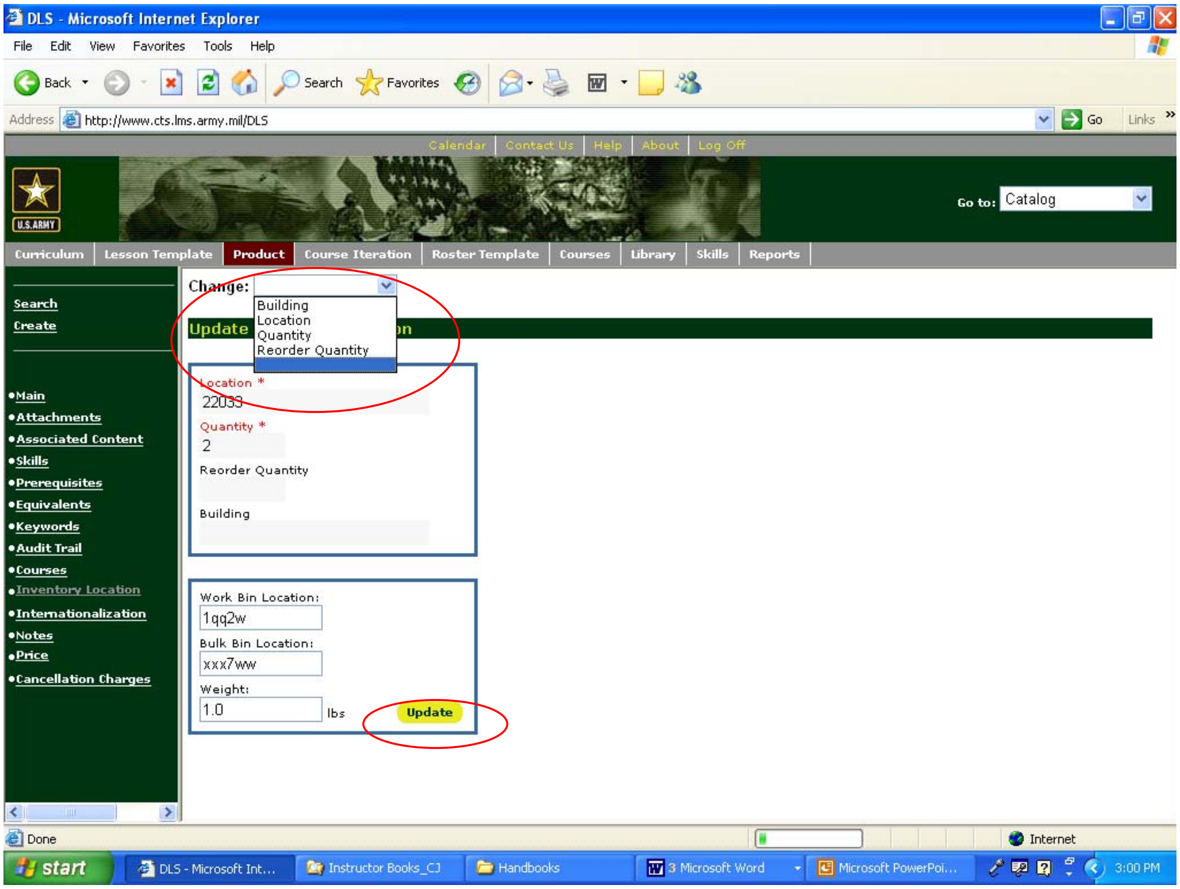
4. Click the **Edit** icon next to the item needed updating.
5. Click the **Inventory Locations** link in the Left Navigation Bar to display the **Inventory Locations** page.

Note: This link will not appear for web-based products.

6. You can either add inventory to a particular location or edit an existing inventory quantity.



- **To add inventory**: Enter the location and quantity (required) and additional information (optional) and click the **Add** button.
- **To update inventory**: Click the **Edit** icon. Use the Change drop-down menu to edit the location, quantity, and re-order quantity. To update the Work Bin Location, Bulk Bin Location, or Weight simply type over the existing entries and press **Update**. To return, click the Inventory Locations link in the Left Navigation Bar.

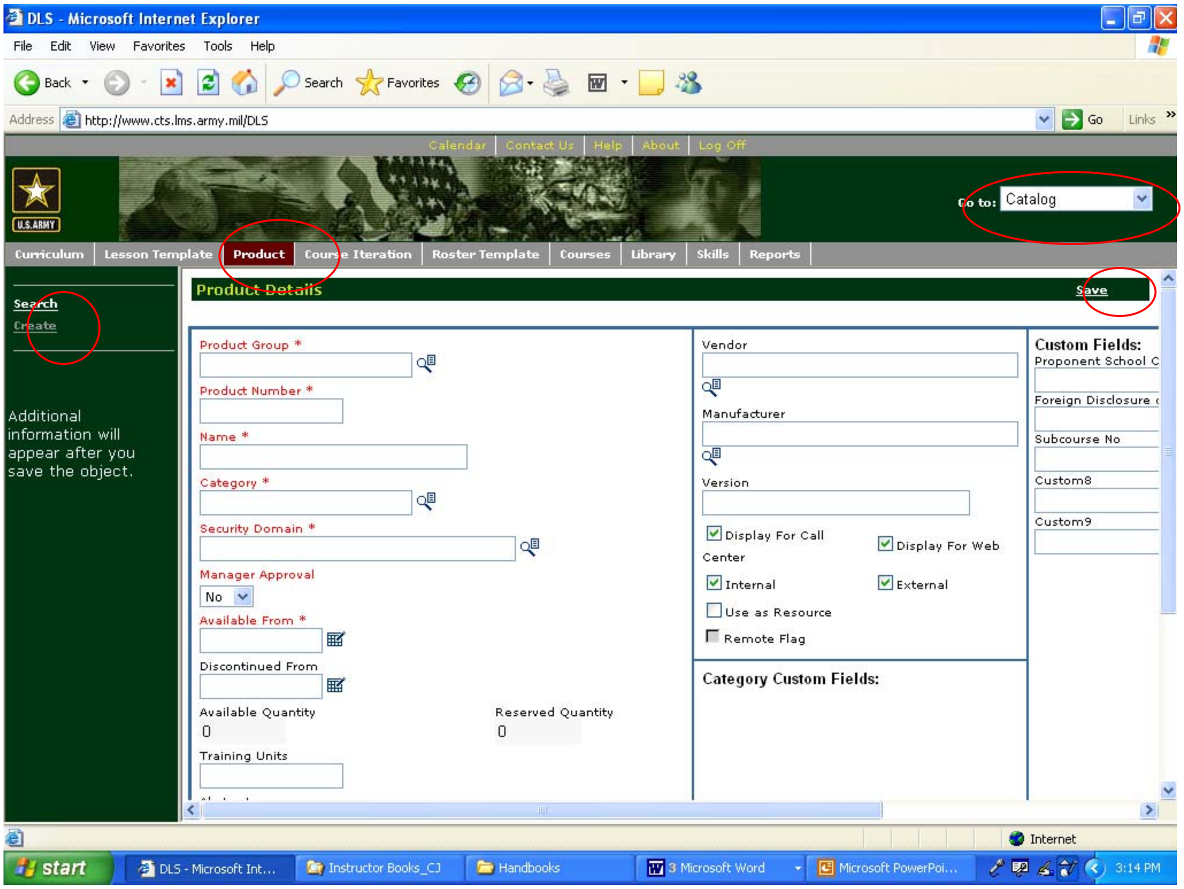


7. Click **Update** when adding or editing inventory location data.

7.5.2 Create Product Data

This process is used for creating training products in the LMS, such as CD-ROMS, as well as creating inventory. To create products (and inventory) in the LMS:

1. Select **Catalog** in the **Go to:** drop-down menu.
2. Click **Product** on the menu and click the **Create** link in the Left Navigation Bar to display the page for creating a new product.
3. Enter the required information for creating the product:



The following table describes the types of information required to create products and inventory in the LMS.

Required Information	Description
Product Group	Use the Finder Icon to select the product group under which the product is classified in the Product Catalog.
Part Number	Enter a part number for the product. You must enter an alphanumeric string that uniquely identifies the product. Part numbers can be used to search for and order the product. Based on how your system administrator has configured the system, the prefix for the selected product group may be automatically added to the beginning of the part number. Note: If the prefix appears, do **not** delete or change the prefix. The system requires product group prefixes to be included in all part numbers.
Name	Descriptive name of the product.
Category	User-defined category, which specifies the product type/media (e.g. WBT,

Required Information	Description
	Assessment Test, Video). The category also specifies whether the product is shippable or launchable/downloadable. For more information, see TAB 21: "Shippable Products"
Available From	Use the Calendar Icon to select the date the product will be available.

4. Enter any **optional** information for the product:

The following table describes the types of optional information used to create products and inventory in the LMS.

Optional Information	Description
Security Domain	Select a security domain for the product using the Finder Icon.
Discontinued From	Select the date using the Calendar Icon after which this product is no longer available.
Available Quantity	(Display only) Displays the total number of units available at all the locations for the product. The field is incremented when you enter quantity numbers for the product in the **Inventory** page. The field is decremented when you add the item to an order. Note: This field only applies to shippable products. For downloadable/launchable product, this field is empty.
Reserved Quantity	(Display only) Displays the total number of units that have been reserved for open orders. The field is incremented when the product is added to an order in an order. The field is decremented when the item in an order is shipped. Note: This field only applies to shippable products. For downloadable/launchable product, this field is empty.
Training Units	Not currently used in the LMS. Enter the number of training units to charge for the course. By entering a number in this field, you specify the lesson template as able to accept training units in place of other payment methods in customer orders. Note: Training units are not affected by price bands or custom pricing.
Abstract	Enter an abstract, up to 1024 characters long, for the product.
Vendor	Select a vendor name for the product. If vendor is not on the list, contact the

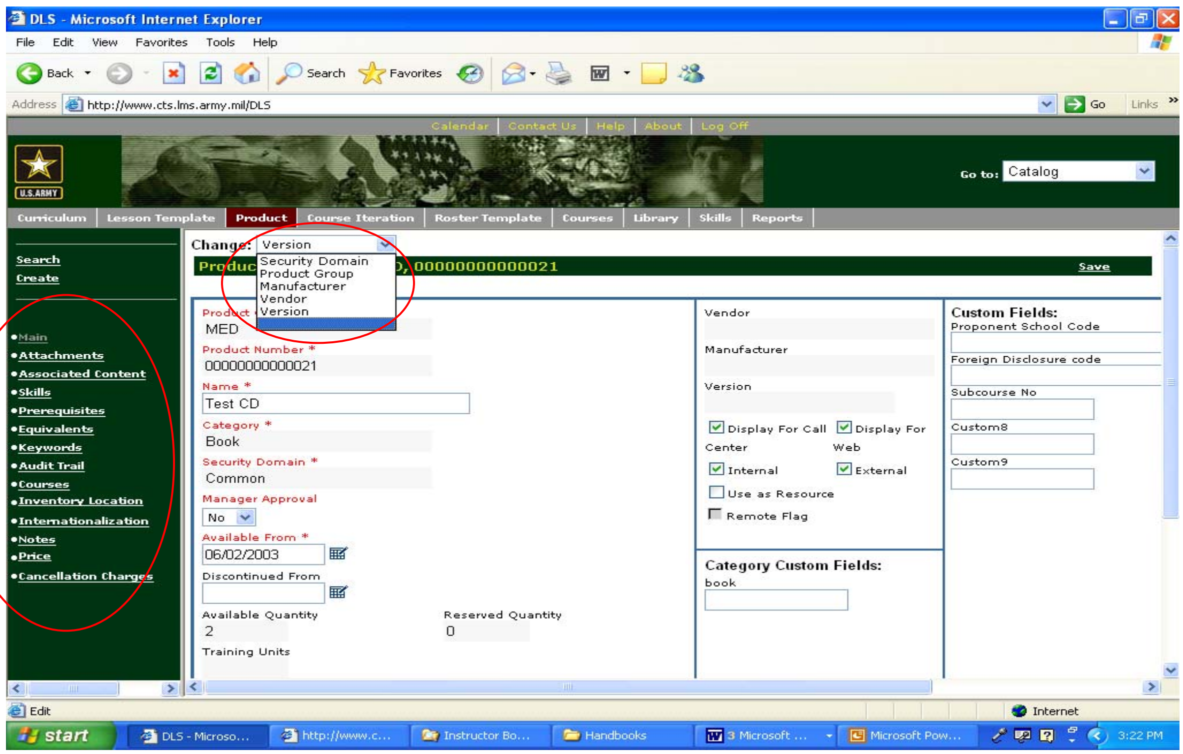
Optional Information	Description
	Help Desk to request that the vendor be added.
Manufacturer	Select a manufacturer name for the product. If manufacturer is not on the list, contact the Help Desk to request that the manufacturer be added.
Version	Enter a value if you want to track versions of the product. The LMS supports versioning and expiration of products, primarily to support using products in courses. Product completion entries, in contrast to lesson template/lesson completion entries, on the transcript have an additional field, **Expiration Date**, which stores the date a learner must complete the newest version of the product. The course expiration date always reflects the nearest expiration date of the newest version of the required catalog items in the course. If the newest versions of the required elements have no expiration date, then the course expiration date reverts back to its default expiration period starting on the date that the learner completed the last required product or product update. When a new version of a product is released which is required of certified or in-compliance learners, all previous versions are given an expiration date equal to the end of the grace period for the new version for all learners in the system. If a learner has not completed the most recent version of a product, then the expiration date for that product is displayed on the course details page, as is the course expiration date, so that learners can determine which product to complete first and which one correlates to the current expiration date for the course itself. The message `Yes, complete new product version(s)' will appear in the **Need Re-certification** column. Upon completion of the newest version of the product, the expiration date of older versions no longer matters since there is an entry for the newer version of the product on the learner's transcript that has no expiration date.
Display for Call Center	Select this check box to display the product in the Training Catalog for Call Center registrars (LMS).
Display for Web	Select this check box to display the product in the Training Catalog for learners, managers, and group administrators, as well as web registrars.
Internal	Select this check box to designate the product as orderable for employees.
External	Select this check box to designate the product as orderable for clients (external users).
Use as Resource	Select this check box to indicate the product can be used as inventory for lesson iterations. To create inventory, you must assign it to a location.

5. If your system administrator has defined any additional fields, the fields are displayed in the **Custom Fields** area. Enter information in the fields as required/desired.
6. Click **Save** to save your information.

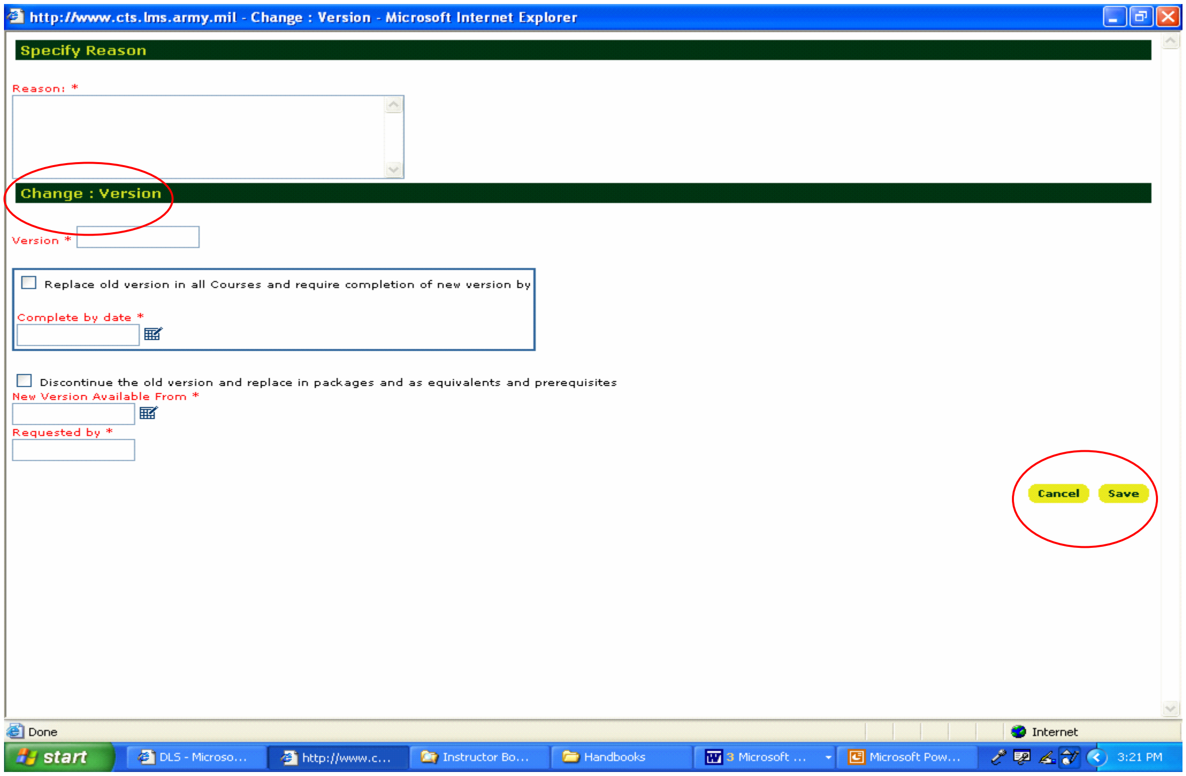
7.5.3 Create a Product Version

The product main page includes a version field. To modify this field:

1. Select **Catalog** from the Go to: drop down menu. Select the **Product** tab on the Horizontal Tab Bar.
2. Search for the desired product by entering search parameters in the fields in the Left Navigation Bar.
3. Click the **Edit** icon next to the product.
4. Select **Version** from the drop down menu above the main information page.



5. Change the version and enter the appropriate reason.



When any change is made in this field (including creation of the product) and the product record is saved, the following information is audited and stored in the product record:

- Revision date - entered by user
- Authorizing person - entered by user - free text
- Unique username of user making the change

The LMS will assume that the user has updated the content attachment accordingly. The LMS will not store audit records on the actual content that was attached to the product as this is done by the external document management system.

If the product is associated with any course, and the Expire all courses after complete by date check box is selected, the user is prompted with these options for expiration dates:

- For courses containing only this product, the complete by date is entered.
- For courses containing more than one product, the earliest of the complete by dates of all the products is used.
- For all learners who have the course, the current product is listed with an expired date.

This resets the expiration date for the impacted product for each learner who was in compliance to this new date. If the updated product has not been marked complete by midnight, server time, on that date, then at 12:00:00 AM the learner's course status moves to `Expired' status.

Upon compliance with updating the course, if there is an expiration period for the course, the expiration date for the learner will be set to the current date + expiration period. If there is no expiration period, then the course will be in compliance with no expiration date.

Within the product details, a view-only list of courses is displayed that contains the product for reference purposes.

Note: A product that is a subscribed item from an external catalog cannot be versioned.

7.5.4 Edit Product Data

After the PD has created the Product, he/she may edit the specified attributes or add additional information. To edit the product:

1. Select **Catalog** in the **Go to:** drop-down menu.
2. Click the **Product** tab on the Horizontal Tab Bar and click the **Search** link in the Left Navigation Bar.
3. Enter the search criteria and press **Go.**
4. Find the desired product and click the **Edit** icon.
5. You can edit the information on the main page using the drop-down menu above the main page information.
6. You can edit additional information (e.g., attachments, prerequisites) using the Left Navigation Bar links. See the links below for more information.

After the system creates the product, links to the pages are displayed. The links and their purpose is described in the following table

Link to Page	Purpose of Linked Page
Attachments	Use attachments to provide additional information, such as overviews, critiques, and abstracts, learning objectives, for the following objects: • Lesson Templates and Lessons • Products • Users • Manufacturers and vendors • Inventory items • Itineraries • Locations and facilities To add an attachment: 1. Click on the **Attachments** link in the Left Navigation Bar. This will display all attachments already added. 2. Click **Add New** in the lower half of the screen. 3. Enter any search criteria. 4. Select the appropriate item to attach. **Note:** In order to add an attachment to a product, you must first navigate to that product, either create it or edit it, then the Attachments link in the Left Navigation Bar will be available.

Link to Page	Purpose of Linked Page
Associated Content	The LMS supports the ability to deliver online learning content captured in a variety of formats. Some learning content is provided in formats that enable the LMS to inter-operate with the content and record the results of a learner's performance. This type of content includes standards-based content, such as AICC and SCORM, as well as proprietary content from leading content vendors such as NETg, SkillSoft, and SmartForce. Other types of content that can be delivered by the LMS include any file that uses a standard MIME type, any URL, and packages of files such as an HTML site. In the LMS, all learning content is imported, stored, and managed in the LMS Content repository. Using the Content module, content administrators can publish content to the Training Catalog for access by learners. Note: Catalog administrators working in the Catalog module cannot capture learning content or associate learning content with products. When publishing content to the Training Catalog, content administrators can publish content to existing lesson templates, lessons, or products, or they can publish to new lesson template, lessons, or products. Important: Each catalog item can have only one content object associated with it. For complete information about using the LMS Content repository to capture, manage, and publish learning content, see the online help for the Content module or the LMS Content Administrator Guide. To view content associated with a product in the LMS: 1. Select **Catalog** in the **Go to:** drop down menu. 2. Click **Product** on the Horizontal Tab Bar, enter criteria in the search fields, and click the **Go** button in the Left Navigation Bar to display a list of products you can edit. 3. Click the **Associated Content** link in the Left Navigation Bar to display the **Associated Content** page. 4. Click the title of a piece of content to view its details.
Skills	Skills assigned to a product are granted to learners who successfully complete the product. When a skill is assigned to a product, you also specify the proficiency level that will be granted to learners when they complete the product. To assign skills to a product in the LMS: 1. Select **Catalog** in the **Go to:** drop-down menu. 2. Click **Product** on the Horizontal Tab Bar. 3. Create a product or find an existing product that you can edit. 4. Click the **Skills** link in the Left Navigation Bar to display the **Skills** page. 5. Select a skill group from the drop-down menu. 6. Find a skill using the **Finder icon**. 7. Proficiency is defaulted to **Proficient** for the skill when the product is successfully completed by a learner. 8. Click the **Add** button to list the skill at the top of the page. You can delete any listed skill by clicking the delete icon to the right of the listing.

Link to Page	Purpose of Linked Page
Prerequisites	To specify other catalog items as prerequisites for a product in the LMS: 1. Select **Catalog** in the **Go to:** drop-down menu. 2. Click the **Product tab** on the Horizontal Tab Bar. 3. Create a product or find an existing product that you can edit. 4. Click the **Prerequisites** link in the Left Navigation Bar to display the Prerequisites page. 5. Select a product type from the drop-down menu box and click the **Find** button to list catalog items at the bottom of the page. 6. Click the "+" icon next to a product to list it at the top of the page as a prerequisite. They can be added as either required or recommended. You can delete any listed prerequisite by clicking the delete icon to the right of the listing.
Equivalents	To specify other catalog items as equivalents for a product in the LMS: 1. Select **Catalog** in the **Go to:** drop-down menu. 2. Click the **Product** tab on the Horizontal Tab Bar. 3. Create a product or find an existing product that you can edit. 4. Click the **Equivalents** link in the Left Navigation Bar to display the **Equivalents** page. 5. Select an equivalents group and category from the drop-down menu boxes and click the **Find** button to list equivalents at the bottom of the page. 6. Select one or more check boxes next to listed items and click **Done** to list the items at the top of the page. You can delete any listed equivalent by clicking the **delete** icon to the right of the listing.
Keywords	To specify keywords for a product in the LMS: 1. Select **Catalog** in the **Go to:** drop-down menu. 2. Click the **Product tab** on the Horizontal Tab Bar. 3. Create a product or find an existing product that you can edit. 4. Click the **Keywords** link in the Left Navigation Bar to display the **Keywords** page. 5. Select a keyword from the drop-down menu box and click the **Add** button to list the keyword at the top of the page. You can delete any listed keyword for the product by clicking the **delete** icon to the right of the listing. Additional Keywords may be added by submitting a request through the Help Desk.
Audit Trail	The audit trail list the modifications made to the LMS item. It lists the user who changed it and the attributes along with the date. and time.
Courses	Courses can contain products that learners need to complete to acquire the course. To view courses associated with products in the LMS:

Link to Page	Purpose of Linked Page
	1. Select **Catalog** in the **Go to:** drop-down menu. 2. Click the **Product** tab on the Horizontal Tab Bar. 3. Create a product or find an existing product that you can edit. 4. Click the **Courses** link in the Left Navigation Bar to display the **Courses** page. Any courses associated with this product will be listed.
Inventory Location	Assigning an inventory location to a product indicates that the product is available at that location. When you assign a location to a product, you specify the quantity that is available at the location, as well as a reorder quantity. This process is also used for updating inventory quantities.
Internationalization	Functionality Not Currently Used in the LMS.
Notes	Notes can be added to any object in the LMS. The LMS maintains a history of all the notes that have been entered for an object. In addition, to enable more efficient searches for notes, you can define categories and assign these categories when entering notes. For example, you could define categories such as Phone conversations, Meetings, Demos, E-mails sent, and E-mails received for the notes you enter.

7.6 Product Distribution

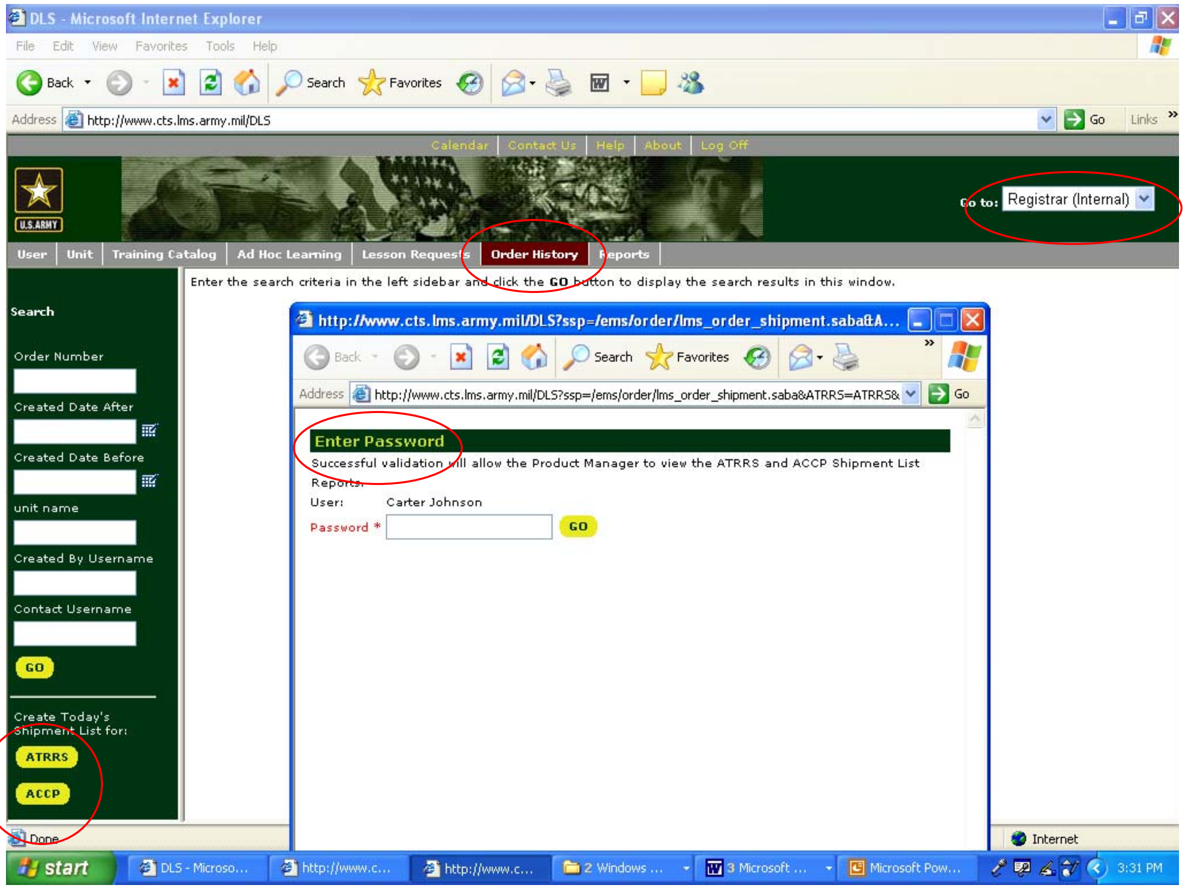
The Product Distribution functions provide for the transmission and delivery of physical and electronic products to the Learners. PD functions are:

- View Shipment Lists
- Print Shipping Labels

7.6.1 View Shipment Lists

The LMS provides PDs with access to shipment lists for ATRRS and ACCP products. The PD would access these shipment lists to determine the items that need to be shipped, when they need to be shipped, and where they need to be shipped. To view the shipment list for ATRRS and/or ACCP products, follow these steps:

1. Select **Registrar (Internal)** from the **Go-to:** drop-down menu.
2. Click on the **Order History** tab on the Horizontal Tab Bar.
3. Scroll down the Left Navigation Bar to the section titled "**Create Today's Shipment List for**:"
4. Select either **ATRRS** or **ACCP** by clicking on the respective button. This will launch another window, which will ask you for your password.
5. Enter your password and the shipment list will display. From this page, you can also print the list.



An alternative method for accessing the shipment list is follows. Both methods achieve the same results.

1. Select **Registrar (Internal)** from the **Go-to:** drop-down menu.
2. Select the **Reports** tab on the Horizontal Tab Bar.
3. Find the **ATSC ATRRS** inventory pick list or **ATSC ACCP** inventory pick list.
4. Enter any required parameters, such as **Report Date**, using the calendar icon and click **Submit**.
5. This will display the shipment list; from this page you can print the list.

7.6.2 Print Shipping Labels

The LMS provides PDs access to print shipping labels for ATRRS and ACCP products. These labels need to be printed and places on products before they are shipped.

To print the shipping labels for ATRRS and/or ACCP products, follow these steps:

1. Select **Registrar** (Internal) from the **Go-to:** drop-down menu.
2. Select the **Reports** tab on the Horizontal Tab Bar.
3. Find the **ATSC ATRRS SHIPPING LABELS** or **ATSC ACCP SHIPPING LABELS**.
4. Enter any required parameters, such as Shipping Date, using the calendar icon and press Submit.

5. This will display the shipping labels, which you can print from the display by clicking on the printer icon.

7.6.3 Product Catalog Categories

Product catalog categories are used for two main purposes:

1. Classifying products (items that appear in the Training Catalog).

Note: Some examples of categories you may define for use with products include: cd-roms, cbts, videos, books, class notes.

2. Classifying resource inventory items (items used as resources in courses and lessons).

Note: Some examples of categories you may define for use with resource items include: class notes, books, product manuals, notebooks, note pads, pencils, diskettes, and collateral (i.e. Items, such as t-shirts, coffee mugs, etc., that you give away in class).

7.6.4 Course and Package Categories

The Course and Package product categories are special categories that the LMS uses for displaying courses and packages in the Learning Catalog. These categories cannot be modified. In addition, they cannot be assigned to any products. The LMS automatically assigns them to each course or package created by catalog administrators.

The LMS provides some predefined product catalog categories (e.g., Courses, Packages, WBT, and Assessment Tests). As a result, you do not need to create categories for these types of catalog items. For all other resource inventory items and products that you wish to track in the LMS, you must create categories.

The following table lists the types of business objects for which the LMS provides predefined records. These records represent entities that are commonly found in education services operations. The records can be edited, deleted, or used as templates for creating similar records. The following table contains some example record types and values. This list is amendable and will change as needed.

Object Type	Record Type	Record (Value)
Category Definitions (Product Catalog)	Electronic Physical Physical Physical Physical Physical Electronic	Assessment Book CD Instructor Kit Student Kit Video WBT
Category Definitions (Equipment)	N/A	CD-ROMs Computer Floppy Disks LCD Projector Overhead Projector Slide Projector TV VCR Video Camera Video Tapes
Provider Types (Facility)	N/A	Internal Training Facility Media Production/Broadcast Rented Training Facility Vendor Training Facility
Session Templates	Ad-hoc	M-F 9-5 M-Th 9-5 M-W 9-5 T-Th 9-5 T-F 9-5 W-F 9-5 M, W, F 9-5 T, Th 9-5 M, W 9-5 W, F 9-5 M 9-5 T 9-5 W 9-5

Object Type	Record Type	Record (Value)
		Th 9-5 F 9-5

7.7 Other Functions

The Facility Manager/Product Distributor provides other supporting functions to facilitate Learner training. These support functions include (Section 2.12 through Section 2.17):

- Counseling
- Learner Searches
- Community Creation and Access
- Accessing Experts
- Accessing Information

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LEARNING MANAGEMENT SYSTEM

Appendix A

LMS Roles and Responsibilities

LMS Roles and Responsibilities	
Role	**Description**
Assistant Instructor (AI)	An individual, military or civilian who provides support and assistance to a primary Instructor when they are preparing for or presenting material to a Learner.
Class Manager (CM)	This is the individual responsible for managing the conduct of an iteration of a course. The Class Manager's responsibilities include, but are not limited to such activities as establishing/verifying daily (lesson level) scheduling, authenticating Learners, ensuring resources are available when needed, and ensuring Learners are where they are scheduled to be.
Classroom Manager (CrM)	This individual is responsible for ensuring that an assigned classroom/lab/training area at a resident education or training site is ready with the required training products for the presentation of specified lessons.
Counselor	This is the individual responsible for providing advice and guidance to a Subordinate or Learner concerning improvement of their current or future performance. It is aimed at providing positive guidance to assist and develop Learners and Subordinates. A Leader/Instructor counsels Subordinates to praise and reward good performance, to develop teamwork, to inform Soldiers/Learners on how well they are performing, to assist them to reach required standards, to cause Soldiers/Learners to set personal and professional goals, and to help them resolve personal problems.
Course Manager (CoM)	This is the individual assigned by the course proponent to ensure the efficient presentation of the assigned course over time. A Course Manager for a specific course ensures it is current, establishes class start and end dates, submits CAD and POI, inputs content, ensures iterations are presented as designed and scheduled (start and end dates), assists Class Managers as needed, acquires resources required to present the course, identifies course problems and implements viable implementation solutions
Digital Training Facility Manager (DTFM)	This is the individual responsible for ensuring the distributed learning facility is available for Learner use and that the facility provides the required capabilities. Responsibilities include such items as ensuring installed education/training equipment, software, and networks operate as required; a learning station with appropriate courseware is available for scheduled learner(s), and equipment/software upgrades are installed
Facilitator (F)	This is an individual who serves to make it easier for a group of learners to reach a predefined learning objective. The facilitator serves to keep the groups' actions/discussions focused on the task at hand.
Facility Manager (FM)	This individual is responsible for the operation and maintenance of Army facilities used for education or training. This individual may or may not be assigned to a training institution or organization. Some of these facilities contain or provide special capabilities required to conduct education/training activities. These facilities include, but are not limited to, such entities as ranges, training areas, simulation buildings, and training laboratories/workshops. This manager is responsible for ensuring the facility is available for Learner use when scheduled and that the facility provides the required capabilities.

LMS Roles and Responsibilities	
Role	**Description**
Instructor (I)	Any individual, military or civilian, who conducts instruction. This instruction may be on-site in the actual presence of Learners, via electronic means such as Video Tele-training (VTT) or web-based education/training, or providing assistance to a Learner engaged in a self-paced education/training program.
Learner (L)	This is an individual engaged in acquiring knowledge and skill by actively participating in a directed or self-motivated education/training course/courseware.
Learner Approver (LA)	The chain-of-command supervisor who has overall responsibility for the welfare, morale, training, education, and discipline of those under his/her command/direction.
Product Distributor (PD)	The Product Distributor will be the individual responsible for shipping paper-based, CD-ROM based and other hard copy products to recipients in response to requests for these products. The request can be triggered by the registration of a learner in a course or by a request for a product in the product catalog. The PD will also be responsible for ensuring that there are always sufficient quantities of these products in stock to meet user requests.
Quota Manager (QM)	This is an individual designated to manage quotas (seats) in course iterations on a daily basis and is normally performed by the Course Manager (MACOM).
Scheduler (Sched)	An individual responsible for scheduling classroom facilities for each type of class. The Scheduler will, for example, identify the course, class, classroom, and activity, start and end time.
Subject Matter Expert (SME)	This is an individual who has knowledge of and can perform, the tasks and supporting skills and can apply that knowledge of a specific job/duty position. They are task content experts. This individual provides the technical expertise for the job/duty position. Army SMEs may be soldiers/civilians in units, Instructors, task performers, and their supervisors. There are three levels of SMEs—apprentice, journeyman, and master.
System Administrator (SA)	An individual who will be responsible for the operation and maintenance of the LMS.
Training Developer (TD)	This is an individual who is an educational/training development subject matter expert who translates analysis data into a blueprint for training. They integrate all resource requirements, structure, objectives, test items, training sequence, student evaluations and program of instruction for resident and non-resident training.
Unit Training Managers (UTM)	This individual is responsible for implementing training in an Army unit. It includes such management activities as: planning, budgeting, organizing, acquiring training products, scheduling, and providing evaluation feedback to the training/task proponent concerning the quality and usability of the provided training materials.

LEARNING MANAGEMENT SYSTEM

Appendix B
Acronyms

Acronyms

A/C	Assistant Commandant
ACAT	Acquisition Category
ADL	Advanced Distributed Learning
AER	Academic Evaluation Report
AI	Assistant Instructor
AIT	Advanced Individual Training
AKO	Army Knowledge Online
AMDF	Army Master Data File
AOC	Area of concentration
AOT	Assignment-oriented Training
AR	Army Regulation
ARNG	Army National Guard
ASI	Additional Skill Identifier
ATHD	Army Training Help Desk
ATIS	Army Training Information System
ATRRS	Army Training Requirements and Resources System
ATSC	Army Training Support Center
CAD	Course administrative data
CBI	Computer-based instruction
CBT	Computer-based training
CD-ROM	Compact disk – read-only memory
CM	Class manager
CoM	Course manager
CONOPS	Concept of Operations
CONUS	Continental United States
CoP	Community of practice
CrM	Classroom Manager

CTC	Combat Training Center
CVS	Content Validation Server
DA	Department of the Army
DCSOPS&T	Deputy Chief of Staff for Operations and Training
DCPDS	Defense Civilian Personnel Data System
DL	Distributed learning
DLS	Distributed Learning System
DLSST	Distributed Learning Student Support Team
DoD	Department of Defense
DOT	Director of Training
DOTD	Director of Training Development
DPTM	Director of Plans, Training, and Mobilization
DTF	Digital Training Facility
DTFM	Digital Training Facility Manager
DTTP	Distributive Training Technology Program
F	Facilitator
FCAPS	Fault, configuration, accounting, performance and security
FM	Facility Manager (Training)
FTP	File transfer protocol
FY	Fiscal year
G1	Deputy Chief of Staff for Personnel (General staff)
G3	Deputy Chief of Staff for Operations and Training (General staff)
GTA	Graphic training aid
HQDA	Headquarters, Department of the Army

I	Instructor
I&A	Identification and Authorization
IAW	In accordance with
ICW	Interactive courseware
ID	Identification
IETM	Interactive Electronic Training Manuals
IMI	Interactive media instruction
ISDN	Integrated Services Digital Network
IT	Information technology
ITP	Individual training plan
ITSD	Individual Training Support Division
JAG	Judge Advocate General
KCC	Knowledge Collaboration Center
L	Learner
LA	Learner Approver
LDAP	Lightweight directory access protocol
LLC	Life-long Learning Center
LLL	Life-long learning
LMS	Learning Management System
LO	Learning objective
MACOM	Major Army Command
MEDCOM	U.S. Army Medical Command
MOS	Military Occupational Specialty
MOS-Q	Military Occupational Specialty - Qualifying
MOUT	Military Operations on Urbanized Terrain

MRA	Multi-rater assessment
MTP	Mission Training Plan
N/A	Not applicable
NATO	North Atlantic Treaty Organization
NBC	Nuclear, Biological and Chemical
NCC	Net Control Center
NCO	Noncommissioned Officer
NCOA	Noncommissioned Officer Academy
NCOES	Noncommissioned Officer Education System
NG	National Guard
NGB	National Guard Bureau
NSTD	Non-system Training Devices
NTC	National Training Center
OCONUS	Outside the continental United States
OES	Officer Education System
OF	Objective Force
ORD	Operational Requirement Document
PC	Personal computer
PD	Product Distributor
PIF	Package Interchange File
PM	Program manager
PMO	Program management office
POI	Program of instruction
QA	Quality assurance
QM	Quota manager

RC	Reserve component
RDL	Reimer Training and Doctrine Digital Library
S3	Operations and Training Officer (Staff)
SA	System administrator
SAT	Systems Approach to Training
SCORM	Sharable Content Object Reference Model
Sched	Scheduler
SGI	Self-guided instruction
SIA	System Interface Agreement
SME	Subject matter expert
SOP	Standard Operating Procedures
SOW	Statement of Work
STD	System Training Device
STX	Situational Training Exercise
TADLP	The Army Distributed Learning Program
TADSS	Training aids, devices, simulators, and simulations
TASS	The Army School System
TD	Training Development
TD	Training Distributor
TDA	Table of Distribution and Allowances
TES	Tactical Engagement Simulation
TM	Technical Manual
TNET	Telecommunications Network
TOMA	Training Operations Management Activity
TPIO	TRADOC Program Integration Office(r)
TRADOC	U.S. Army Training and Doctrine Command
TSC	Training Support center
TSP	Training support package

UIC	Unit identification code
URL	Universal resource locator
USAR	US Army Reserve
USASOC	U.S. Army Special Operations Command
UTM	Unit training managers
VTT	Video Tele-training
WBT	Web-based training
WIN2K	Windows 2000
WOES	Warrant Officer Education System

LEARNING MANAGEMENT SYSTEM

Appendix C
Glossary of Terms

Glossary of Terms

Accreditation:
The recognition afforded an educational institution when it has met accepted standards of quality applied by an accepted, professional accreditation agency.

Acquisition:
The process used to acquire goods and services that begin when the need for a product or service is identified and continues until that need is met.

Additional skill Identifier (ASI) or Officer Skill Identifier (SI):
Identification of specialized skills that are closely related to, and are in addition to, those required by military occupational specialty or areas of concentration (officers). Specialized skills administrative systems and subsystems, computer programming, procedures, installation management, identified by the ASI or officer SI include operation and maintenance of specific weapons systems and equipment, analytic methods, animal handling techniques, and other required skills that are too restricted in scope to comprise military occupation specialty or AOC. (See ARs 611-101, 611-112, and 600-200).

Answer Key:
A document that shows the answers to each test question and the test standard for each test.

Army Correspondence Course Program (ACCP):
An overall program supported by AR 350-1. The ACCP is a formal nonresident extension of the TRADOC service schools. It offers individual and group study enrollments in correspondence courses. Based on course eligibility requirements, individuals enroll at their own discretion and determine their own course of study for either correspondence courses or sub-courses. The ACCP offers courses and sub-courses free of charge to the US military Active and Reserve Components, ROTC and military academy cadets, authorized federal civilian employees, and non-US citizens who are employed by the DoD. Correspondence materials are also available for foreign military students through the Foreign Military Sales Program. AC and RC soldiers in grades E4 and E5 can accrue promotion points, and RC soldiers can accrue retirement points through the ACCP.

Army Correspondence Sub-Course:
See "Correspondence sub-Course."

Army Doctrine and Training Digital Library:
The information foundation for AT XXI. Allows trainers, trainees, training developers, and doctrine writers to store and retrieve training products and materials via the internet and personal computers. ADTDL features include an electronic card catalog or pointer (transparent to the users) to doctrinal and training information and products stored in various databases/repositories.

Army Modernization Training (AMT):
Required training to support the Army modernization process. AMT includes New Equipment Training (NET) for new, improved, and cascading materiel systems, Doctrine and Tactics

Training (DTT), Sustainment Training (ST), unit modernization, deployment, and proponent training.

Army School:
Institution authorized by Headquarters, Department of the Army to conduct formal Courses for individuals, collective training where required (such as crew training), and training of Army National Guard or U.S. Army Reserve units. To the LMS, any place (Location) that Army training occurs.

Army Training Help Support Activity (ATHSA):
The tentative name given to describe the multi-lateral organization formed to accept, research, and respond to questions (queries) from within and without the Army about Army training, e.g. topics, procedures, doctrine, or policy. ATHSA is composed of three component entities; Army Training Support Center, Distributed Learning System, and representatives of Proponent Agencies.

Army Training Requirements and Resource System (ATRRS):
The Army training management system. It projects inputs, resource requirements, and student accountability and updates military personnel training records. It provides the data for Congressional Military Manpower Training Reports (MMTR), etc.

Army Training Requirements and Resources System- (ATRRS-) Managed Courses:

Assignment-Oriented Training (AOT):
Training designed to qualify an individual to perform those specific functions associated with the duty position and skill level of the next assignment.

Assistant Instructor (AI):
Individual who supports a primary Instructor for a block of instruction. A Role Player in the LMS with similar permissions to the Instructor Role.

Asynchronous Training:
A training technique that is characterized by the ability to conduct training without the necessity of having Learner and Instructors engaged in the training at the same time. Web-based and correspondence-based DL Courses have this characteristic. Asynchronous training also implies the freedom from having Learners and Instructors geographically co-located.

Audit Trail:
A systemic documentation of decisions made or actions taken. A linear written/printed history of events that comprise the complete record of actions leading to a current status (e.g. for a Course).

Automated Systems Approach to Training (ASAT):
The HQ TRADOC training development automation system under development as a tool for training developers to develop doctrine and training products.

Branch Proponent:

Certification:
Written verification of proficiency in a given task or tasks.

Certified Instructor:
An instructor who received written certification of proficiency by the Instructor Certification Board as meeting all the requirements to instruct in a specific course. Certification normally requires: (1) Training as an instructor (through graduation from a TRADOC-approved Instructor Training Course) and eligibility to hold the instructor identifier, (2) Training in small group instruction for those assigned responsibility to facilitate small group instruction, (3) Demonstrating performance ability in course content (including being MOS/specialty qualified) or being a graduate of the course, (4) Demonstrating teaching or facilitating competence in the course the instructor will conduct.

Checklist:

- Job aid: Used to determine or ensure a process or procedure is followed. The elements of the activity are listed in the execution sequence. A check is usually placed beside each element as it is accomplished.
- Test: A list of actions that identify critical actions that must be performed and that can be objectively observed and measured to determine student performance of the objective to the prescribed standard; the sequence of performance, if any; and an identification of which steps absolutely must be accomplished, if any. The actions are measured in the form of GO or NO GO. This is an absolute measure - the performer either performed or did not perform the action described in the learning objective, met or did not meet the performance criteria.

Class Manager (CM):
See Appendix A (Class Manager).

Classroom Manager (CrM):
See Appendix A (Classroom Manager).

Classroom XXI:
The training environment in which the soldier of the 21st Century will train. This environment is built by leveraging the technology of the information age to gain training efficiencies while maximizing training effectiveness. While successful implementation of Classroom XXI is dependent on the success of all Warriors XXI initiatives, it also requires technological modernization of the training institution.

Class Schedule:
Documentation of start and end dates for one iteration of a course.

Class Size:
The number of students in a class.

Collaboration Community:

Collaboration Session:

Collaboration Support:

Collective Task:
See "Task."

Collective Training:
Training, either in institutions or units, which prepares cohesive teams and units to accomplish their missions in the full continuum of military operations.

Combat Developer:
An individual or agency responsible for developing concepts and organizational and equipment requirements.

Combat Training Center (CTC) Program:
An Army program established to provide realistic joint service and combined arms training in accordance with Army doctrine. It is designed to provide training units opportunities to increase collective proficiency on the most realistic battlefield available during peacetime. The four components of the CTC Program are --

- The National Training Center
- The Combat Maneuver Training Center
- The Joint Readiness Training Center
- The Battle Command Training Program

Command Directed Training:

Common Core Training:
Directed training requirements for specific courses, grade/skill levels, or organizational levels. It consists of tasks performed by individuals at specific grade levels, regardless of military occupational specialty (MOS) or career field. Common core includes primarily organizational level tasks and may include some common soldier and common skill level tasks. The result is soldiers, leaders, and civilians who are prepared to perform new and more complex leadership related duties in operational units and organizations.

Common Skill Level Task:
See "Task: Individual critical task."

Common Soldier Task:
See "Task: Individual critical task."

Common Skill; Common Task:

Community of Interest:

Community Manager:

Competency:
Ability to perform tasks and supporting skills and knowledge to the required standard.

Computer-based Instruction (CBI):
A type of IMI. CBI usually refers to course materials presented or controlled by a computer and which use multiple requirements for student responses as a primary means of facilitating learning.

Computer-based Training (CBT):
A type of IMI. CBT usually refers to course materials presented or controlled by a computer and which use multiple requirements for student responses as a primary means of facilitating mastery of a skill or task.

Conference:
A method of instruction that develops the training material through an instructor-guided student discussion.

Constraints:
Limiting or restraining conditions or factors such as policy considerations, time limitations, environmental factors, and budgetary and other resource limitations.

Content Validation Server (CVS):

Contract:
A promise or set of promises for the breach of which the law gives a remedy or the performance of which the law in some way recognizes as a duty. Its necessary elements are an offer, acceptance, and consideration.

Correspondence Course:
A formal, centrally managed, series of self-study, self-paced instructional material prepared by TRADOC Training/TD (Task) Proponents; identified by a course title and course number; and administered to nonresident students. A course may include phases, but usually consists of subcourses presented in a logical, progressively sequenced, and directed toward specific learning objectives. See "Army's Correspondence Course Program (ACCP)."

Correspondence Sub-Course:
The basic element of an Army correspondence course. A sub-Course is a self-paced, self-contained module of nonresident instruction consisting of one or more Lessons that teach a part of a critical individual task, a single critical task, or a group of related tasks. It includes a practice exercise with feedback for each lesson and an end-of-sub-Course test. The sub-Course may contain material extracted from Armed Forces publications or other adjunctive materials to support the training. See "Module."

Counseling:
A means of assisting and developing students and subordinates. A leader/instructor counsels subordinates: to praise and reward good performance, to develop teamwork, to inform soldiers on how well or how poorly they are performing, to assist soldiers to reach required standards, to cause soldiers to set personal and professional goals, and to help soldiers resolve personal problems.

Counselor (Cnslr):

See Appendix A (Counselor).

Course:
A complete series of instructional units (phases, modules and lessons) identified by a common title or number. It trains critical tasks required for qualification of a specific job. See "Job (or duty position)."

Course Accreditation: Certifies that instruction is conducted IAW proponent guidance and that students graduating from the course are trained to the same standard as students graduating from the same course taught at the proponent service school. Only a subject matter expert (SME) designated by the respective proponent service school is authorized to evaluate and recommend accreditation of a course. Additionally, a course cannot be accredited unless the institution is accredited.

Course Administrative Data (CAD):
A resident course document that provides critical planning information used to determine student input requirements for new and revised courses.

Course Documentation:
Consists of the documents that show the current content of a course (instructional materials, tests, student evaluation plan, etc,) and its developmental history (job analysis, task performance specifications, training strategy, course design, etc.).

Course Iteration:
A schedulable instantiation of a Course; a Course to which start and end dates and location have been applied and generally under the management of a Class Manager or Scheduler.

Course Manager:
See Appendix A (Course Manager).

Course Map:
A chart that depicts the designed sequence of presentation for a given course established during course design.

Course Proponent:
See "Training proponent."

Course Start Date:
Latest start date for implementing a course.

Courseware:
An actual instructional package (including content and technique) loaded in a computer, training device, or other instructional delivery system.

Credit Hour:
The measured unit of distributed learning course work. The number of credit hours assigned to a module is the estimated time required for an average student to complete the material.

Critical Individual Task:
See "Task: Individual task."

Critical Task:
See "Task: Critical collective task," and "Task: Critical individual task."

Curriculum:
A course of study. An Army school curriculum consists of the course design, lesson plans, student evaluation plan, tests, course map, all other associated training material, and the Program of Instruction. *Pl.* curricula.

Daily Data Files:

Design:
A major phase in the Systems Approach to Training (SAT) Process. Determine how to train. Translate analysis data into a blueprint for training. It identifies all resource requirements, training structure, learning objectives, training sequence, student evaluation/graduation requirements, program of instruction.

Digital Training Facility (DTF):

Digital Training Facility Manager (DTFM):
See Appendix A (Digital Training Facility Manager).

Digitization:
The overarching term for the electronic recording of information for distribution via internet (on-line access), computer networks, computer disks (floppies, CD-ROMs), magnetic tapes, optical disks, satellite transmission, and bulletin boards. Digitization may be used for doctrine, training, leader development, organization, materials, and soldier (DTLOMS) purposes.

Digitized Training:
The digitization of training includes the development, implementation/delivery, distribution, and management of training primarily through electronic means. It provides the capability to train soldiers and units throughout the training environment. Examples include the presentation of training through computer-based instruction (CBI), to include simulations and embedded training; the Standard Army Training System (SATS), the Automated Systems Approach to Training (ASAT); etc.

Distance Learning:
See “Distributed Learning” below.

Distributed Learning:
The delivery of standardized individual, collective, and self-development training to soldiers and units at the right place and right time through the application of multiple means and technologies. DL may involve both synchronous and asynchronous student-instructor interaction. It may also involve self-paced instruction without benefit of access to an instructor.

Doctrine:
Fundamental principles by which the military forces or elements thereof guide their actions in support of national objectives. It is authoritative but requires judgment in application.

Domain:
The electronic environment established by the LMS primarily to control access to materials.

Drill:
A disciplined, repetitious exercise to teach and perfect a skill or procedure (action), i.e., a collective task or task step. Drills are published in MTPs and drill books. There are two types:

- Battle Drill.
  A critical collective action (or task) performed by a platoon or smaller element without the application of a deliberate decision making process, initiated on cue, accomplished with minimal leader orders, and performed to standard throughout like units in the Army. The action is vital to success in combat or critical to preserving life. It usually involves fire or maneuver. The drill is initiated on a cue, such as an enemy action or a leader's brief order, and is a trained response to the given stimulus.
- Crew Drill
  A critical collective action (or task) performed by a crew of a weapon or piece of equipment to use the weapon or equipment successfully in combat or to preserve life, initiated on cue, accomplished with minimal leader orders, and performed to standard throughout like units in the Army. This action is a trained response to a given stimulus, such as an enemy action, a leader's brief order, or the status of the weapon or equipment.

Drill Book:
A separate document (or appendix in a Mission Training Plan) developed for squads and platoons (or equivalent units) to provide a limited number of DA standard methods (battle drills) for executing selected critical collective tasks or task steps.

Electronic Publication:
A document prepared in a digital form on a suitable medium for electronic-window display to an end user. Two examples of electronic publications are electronic guides and Interactive Electronic Technical Manuals (IETMs).

Electronic Testing:
A general term encompassing all methods for applying computers in the assessment of human attributes, knowledge, and skills. Sophisticated forms of computer-based testing adapt the sequence, content, number, or difficulty of test items to the responses of the person being tested. As the individual is being tested, the computer presents test items in response to the individual's actions. The electronic testing method utilizes branching to select test items based on the answers given while the test is being administered.

Embedded Training:
Training that is provided by capabilities designed to be built into or added onto operational systems to enhance and maintain the skill proficiency necessary to operate and maintain that equipment end item.

Enabling Learning Objective (ELO):
A learning objective that supports the terminal learning objective. It must be learned or accomplished to learn or accomplish the terminal learning objective. It consists of an action, condition, and standard. Enabling objectives are identified when designing the lesson. A terminal learning objective does not have to have enabling objectives, but it may have more than one.

Evaluation:

- The cornerstone of quality training.
- One of the five phases of the Army's TD process, i.e., the Systems Approach to Training (SAT). As such, it is a dynamic process that can occur as formal internal and external evaluations or informal feedback between the student and instructor as well as between the field commander or combat training center (CTC) and the proponent school.

Executive Agent:
An organization or member of an organization assigned sole responsibility and delegated authority for specific actions otherwise exercised by a higher level organization or executive.

Exercise:
Collective task training designed to develop proficiency and crew teamwork in performing tasks to established standards. Exercises also provide practice for performing supporting critical individual (leader and soldier) tasks. Exercises may be conducted in units or during resident training. Types of exercises are as follows:

- Command Field Exercise (CFX)
- Command Post Exercise (CPX)
- Field Training Exercise (FTX)
- Lane Training Exercise (LTX)
- Live Fire Exercise (LFX)
- Situational Training Exercise (STX)

Facilitator:
See Appendix A (Facilitator).

Facility Manager:
See Appendix A (Facility Manager).

File Transfer Protocol (FTP):

Foreign Disclosure:
The conveying of classified military information (CMI) and controlled unclassified information (CUI) through oral or visual means to an authorized representative of a foreign government.

Formal Training:
Training in an officially designated course conducted or administered according to an

appropriate course outline and training program and appropriate training objectives. The course may be resident or nonresident.

Functional Description:

Functional Proponent (FP):

GO/NO-GO - pass or fail:
This is an absolute measure: the performer either performed or did not perform the action described in the learning objective, met or did not meet the performance criteria. The performer cannot partially pass. The performer either passes (meets the standard and receives a "GO") or fails (does not meet the standard and receives a "NO-GO").

Graphic Training Aid (GTA):
A Graphic Training Aid (GTA) provides a means for trainers to conduct and sustain task-based training in lieu of using extensive printed material or an expensive piece of equipment. The uses of GTAs range from quick reference memory aids to simulation games for a battalion.

Implementation:
The actual conduct of training by any method of instruction using the validated training materials created during the design and development phases. A major phase in the training development process.

Individual Task:
See "Task" below.

Individual Training:

- Training which prepares the soldier to perform specified duties or tasks related to an assigned duty position or subsequent duty positions and skill level.
- "Training which officers and NCOs (leader training) or soldiers (soldier training) receive in schools, units, or by self study. This training prepares the individual to perform specified duties or tasks related to the assigned or next higher specialty code or skill level and duty position." (AR 350-41)

Individual Training Plan (ITP):
A document prepared for each enlisted military occupational specialty, warrant officer military occupational specialty, commissioned officer specialty code, or separate functional training program that describes the overall plan to satisfy training requirements and document the long range training strategy.

Instructor:
Any personnel, military or civilian, who conducts instruction.

Instructor training:
The training of selected personnel in the techniques of teaching to qualify them as instructors.

Interactive Courseware (ICW):
A type of IMI. Computer-controlled courseware that relies on trainee input to determine the pace, sequence, and content of training delivery using more than one type medium to convey the content of instruction. Interactive courseware can link a combination of media, to include but not be limited to programmed instruction, video tapes, slides, film, television, text, graphics, digital audio, animation, and up-to-full motion video to enhance the learning process.

Interactive Electronic Technical Manual (IETM):
A technical manual delivered electronically. IETM possesses the following characteristics: it can be presented either on a desktop or a portable device; the elements of data constituting the IETM are so interrelated that a user's access to the information is achievable by a variety of paths; and it provides procedural guidance, navigational directions, and other technical information required by the user.

Interactive Multimedia Instruction (IMI):
IMI is a term applied to a group of predominantly interactive, electronically-delivered training and training support products. IMI products include instructional software and software management tools used in support of instructional programs. A hierarchical representation of IMI products is provided as follows:

- Interactive courseware (ICW)
- Electronic publications.
    - Electronic guides
    - Interactive electronic technical manuals
- Electronic testing
- Simulation
- Electronic management tools
    - Electronic performance support systems
    - Computer aided instruction (CAI)
    - Computer managed instruction (CMI)
    - Electronic job aids

(DoD Instruction 1322.20.)

Job (or duty position):
A collection of unique, specific, related set of activities (tasks) performed by a unique, defined set of personnel. For training development and training purposes, it is an MOS by skill level; BC and AOC by rank; warrant officer MOS (Military Occupational Specialty) by skill level; ASI (Additional Skill Identifier); SQI (Skill Qualification Identifier); SI (Skill Identifier); LIC (Language Identifier Code); or other special category. Special categories include but are not limited to common tasks (for a specific skill level), additional duty assignments, and civilian jobs the Army is required to train.

Job Aid:

- A checklist, procedural guide, decision table, worksheet, algorithm, or other device used by a soldier as an aid in performing duty position tasks. It gives the soldier directions and signals when to take action. A job aid is also called a job performance aid.

- A checklist, procedural guide, decision table, worksheet, algorithm, or other aid delivered via electronic means and used by job incumbents to aid in task performance.

Just-in-Time Training:
Training provided to individuals or units just before the skills or function taught will be used in a practical application. Typically used to teach perishable or infrequently used skills. See "Training-on-demand."

Knowledge:
Information or fact required to perform a skill or supported task.

Knowledge-Based Test
Testing procedure that simply asks for recall or the selection of information or knowledge that does not directly relate to using or applying rules, principles, skills, etc., that are required to perform the learning objective. Also called "knowledge-oriented testing."

Knowledge Collaboration Center (KCC):

Leader Development:
The process of preparing military and civilian leaders, through a progressive and sequential system of institutional training, operational assignments, and self development , to assume positions and exploit the full potential of current and future doctrine. (AR 600-100)

Leader Task:
An individual task performed by a leader that is integral to successful performance of a collective task.

Lead Site, also Host Site:
The lead site is the one from which the VTT instructor initiates broadcast.

Learner:
See Appendix A (Learner).

Learning Approver:
See Appendix A (Learner Approver).

Learning:
A change in the behavior of the learner as a result of experience. The behavior can be physical and overt, or it can be intellectual or attitudinal.

Learning Center:
A facility primarily dedicated as a delivery point for individualized or small group multimedia based instruction. Learning centers contain the equipment and training materials needed for training or education.

Learning Management System:
The LMS is a computer software application that will streamline, consolidate, and provide overall direction to the Army's training processes. The LMS will also provide course and training resource management, scheduling and registration functions, courseware distribution and storage, and learning collaboration.

Learning objective (LO):
A precise three-part statement describing what the student is to be capable of accomplishing in terms of the expected student performance under specific conditions to accepted standards. Learning objectives clearly and concisely describe student performance required to demonstrate competency in the material being taught. LOs focus the training development on what needs to be trained and focuses student learning on what needs to be learned. Both terminal and enabling objectives are learning objectives. See "Criterion-referenced instruction (CRI)."

Legacy:
Refers to data, numbers, lessons, etc. that currently exist.

Lesson:
The basic building block of all training. The level at which training is designed in detail. The lesson is structured to facilitate learning. A lesson normally includes telling or showing the soldiers what to do and how to do it, an opportunity for the soldiers to practice, and providing the soldiers feedback concerning their performance. A lesson may take the form of an instructor-presented, a SGI-presented, or a self-paced lesson, such as a correspondence course or CBI lesson.

- An instructor presented lesson or SGI presented lesson is documented as a lesson plan.
- A self-paced lesson must be of sufficient detail that the student can learn the material to the established learning objective standard on his own.
- An extension training lesson is a self paced instructional program developed, reproduced, and packaged for distribution to soldiers in the field. These lessons consist of a terminal learning objective, instructional text, practice, and immediate feedback to the soldier. See "Lesson outline" and "Lesson plan."

Lesson Outline:
An organized outline of the training material to be presented. It identifies the terminal learning objective, enabling learning objectives (optional), learning steps/activities, methods of instruction, media, references, instructor-to-student ratios, resources required, facilities required, safety factors, environmental considerations, and risk factor. The lesson outline is completed during the design phase of the training development process from training analysis data. See "Lesson" and "Lesson plan."

Lesson Plan:
The detailed blueprint for presenting training by an instructor or small group leader (SGL). It prevents training from becoming haphazard and provides for training standardization. It is built on the lesson outline and includes all the details required for the presentation. It must be

of sufficient detail that a new instructor can teach the lesson with no decrement of training. See "Lesson outline" and "Lesson."

Lightweight Directory Access Protocol (LDAP):

Major Command (MACOM):

Materiel Developer (MD):

Maximum Class Size:
The largest number of students in a class that can be trained with acceptable degradation in the training effectiveness due to manpower, facility, or equipment constraints.

Media:
A means of conveying or delivering information. *Example*s of training media are paper, film, videotape, broadcast television, computer program.

Meta Data:
Descriptive or administrative information about a file that is associated with a computer file, but which is stored separately from the file's contents. In the LMS Training Catalog, it generally refers to administrative information about a Course or Product, rather then the contents.

Methods of Instruction:
Indicates exactly how the training material will actually be provided to the student and has an assigned instructor-to-student ratio. *Examples* of methods of instruction are conference, demonstration, and practical exercise.

Model:
A physical, mathematical, or otherwise logical representation of a system, entity, phenomenon, or process.

Module:
A grouping of lessons in an approved course of instruction; it could consist of a single lesson, e.g., for distributed learning. Synonymous with annex and sub-course. A module includes one or more training media/methods or combination thereof.

Multimedia:
As a general term, multimedia is the use of more than one media to achieve a specific purpose or objective. The term is used primarily to refer to a technology combining text, still and animated images, video, audio, and other forms of computer data that can be manipulated and used to convey information in a useful, educational, entertaining, realistic, or more easily understood manner. Multimedia is delivered on a multimedia work-station/personal computer via network, hard disc, floppy disc, or CD-ROM.

National Training Center (NTC):
The Fort Irwin training center that provides a heavy combat battalion task force 2 weeks of intensive combat training on a rotational basis.

New Equipment Training (NET):
An initial transfer of knowledge, gained during equipment development, from the materiel developer/provider to the trainer, user, supporter.

Non-ATRRS Managed Courses:

Non-resident Training:
Training presented to students that is not instructor/facilitator-led and does not take place in residence, e.g., it takes place in Army learning centers, DL classrooms, and student residences. Instruction is self-paced.

Objective Force:

One-station Unit Training (OSUT):
Initial entry training conducted at one installation in one unit with the same cadre and one program of instruction.

Operational requirements document (ORD):
A formatted statement containing performance (operational effectiveness and suitability) and related operational parameters for the proposed system. The operational requirements document will be initially prepared during Phase 0 "Concept Exploration and Definition". It will be updated during Phase 1, "Demonstration and Validation."

Optimum Class Size (OCS):
The largest number of students in a class that can be trained with no degradation in training effectiveness. The constraining factor is the availability of equipment, facilities, and manpower. OCS serves as the basis for determining equipment and resource requirements.

Phase:
A major part of a training course which may be trained at different locations. Phases are required as a necessary break-up of a course version due to time, location, equipment, and facility constraints as well as facilitation in management of different techniques of instruction. A phase contains one or more modules. See "Phased training."

Portal:

Prerequisite Training:
That training which personnel must have successfully completed in order to be qualified for entry into training for which they are now being considered.

Pretest (diagnostic test):
An assessment which measures soldier or civilian task competency before training. As it measures performance against a criterion, results focus training on what soldiers/civilians need to know and provide links to this prescriptive training. As a placement test, it allows for testing out of lessons, modules, or phases of a course. See "Performance test" and "Posttest."

Procedure:
A standard and detailed course of action that describes how to perform a task.

Product Distributor:
See Appendix A (Product Distributor).

Production LMS:

Professional Development Course:
A course designed to prepare commissioned officers, warrant officers, or noncommissioned officers to effectively perform the duties required in assignments of progressively greater responsibility.

Proficiency:
Ability to perform a specific behavior (task, learning objective) to the established performance standard in order to demonstrate mastery of the behavior.

Program of Instruction (POI):
A POI covers a course/phase. It is a requirements document that provides a general description of course content, duration of instruction, and methods and techniques of instruction; and it lists resources required to conduct peacetime and mobilization training.

Proponent Agency:
An Army organization or staff which has been assigned primary responsibility for materiel or subject matter in its area of interest, i.e., proponent school, proponent staff agency, proponent center, etc.

Proponent School
The TRADOC School designated by the CG, TRADOC or other appropriate MACOM as Training/TD (Task) Proponent to exercise management of all combat/training development aspects of a materiel system, functional area, or task. It analyzes, designs, develops, implements, and evaluates training/training products for proponency area.

Qualification:
With respect to Instructors in the LMS

Quota Course:
A course managed, controlled, and conducted by one service or agency which may be used by another service to satisfy a training requirement or need.

Quota Manager:
See Appendix A (Quota Manager).

Reclassification training:
A soldier may be reclassified into a new job due to organizational restructure, mission or new/revised systems, etc. Reclassification training is training provided to those individuals which qualifies them to perform in a newly assigned job (MOS, AOC, etc.).

Refresher Training:
Used to reinforce previous training and/or sustain/regain previously acquired skills and knowledge. It is:

- Related to course-specific training objectives.
- Performed under prescribed conditions and must meet prescribed performance standards.

- Usually takes place in the unit to sustain or retrain a previously required proficiency level; may be trained to prepare an individual for institutional training, i.e., meet prerequisite training requirements.
- May take place in a course during/outside of POI time.

Registration:

Reimer Digital Library; Dennis A. Reimer Digital Library:
(see Army Doctrine and Training Digital Library)

Requirements:

Reservation:

Resident School:

Resident Training:

Resident Training Course:
A course presented to students usually in a formal training environment by trained instructors. The training may be presented by conventional methods, such as conference; by advanced technology, such as computers; by distributed training methods; or a combination of methods.

Resource:

Resource Management:
The control of the identification, acquisition, and use of training development and training resources to obtain maximum and timely training efficiency.

Response:
Any activity which is induced by a stimulus. In instruction, it designates a wide variety of behaviors, which may involve a single word, selection among alternatives (multiple choices), the solution of a complex problem, the manipulation of buttons or keys, etc. [Also includes System response activities.]

Schedule:

Scheduled Training:

Scheduler (Sched):
See Appendix A (Scheduler).

Scheduling:

Security Domain:
Domains are closely associated with Proponents, but have the principal use of controlling access with respect to Content and Resources. Typically, each Proponent has three domains, and access to a fourth for Resources. Restricted and Unrestricted refer to classes and content, the distinction being whether the training and course/lesson materials are restricted to MOS's listed for that domain or are available to all users.

Selection, Course/Product:

Self-Directed/Self-Initiated Training:

Simulation:

- A method for implementing a model(s) over time.
- Any representation or imitation of reality, to include environment, facilities, equipment, mechanical and maneuver operations, motion, role playing, leadership, etc. It is the representation of salient features, operation, or environment of a system, subsystem, or scenario.

Simulator:

(1) A device, computer program, or system that performs simulation.
(2) For training, a device that duplicates the essential features of a task situation and provides for direct practice.
(3) A physical model or simulation of a weapons system set of weapons systems, or piece of equipment which endeavors to replicate some major aspect of the equipment's operation.

Site:

Situational Training Exercise (STX)
Mission-related, limited exercises designed to train one collective task or a group of related tasks and drills through practice. STXs teach the standard, preferred method for carrying out the task. They are more flexible than drills and usually include drills, leader tasks, and soldier tasks. STXs may be modified based on the unit METL or expanded to meet special mission requirements. To ensure standardization, service schools develop STXs to teach the doctrinally preferred way to perform specific missions or tasks. (FM 25-101) See "Exercise."

Skill:
The actions or series of actions performed by soldiers to accomplish a mission or the ability to perform a job related activity, which contributes to the effective performance of the job. See "Task" below.

Skill Gap Analysis:

The process of examination and association of MOSQ skills requirements to available training content to ensure that Learners receive the appropriate training Products.

Skill Level:

Identifies task proficiency, or ability typically required for successful performance at the grade with which the skill level is associated. The skill levels by grade are shown below:

Skill Levels	-->	1	2	3	4	5	
Enlisted	E	1/2	3/4	5	6	7	8/9
Warrant	W	1/2	3		4	5	
Officer	O	1/2	3	4	5	6	

Small Group Instruction (SGI):
A means of delivering training which places the responsibility for leaning on the soldier through participation in small groups led by small group leaders who serve as role models throughout the course. SGI uses small group processes, methods, and techniques to stimulate learning.

Small Group Leader (SGL):
An instructor who facilitates role modeling, counseling, coaching, learning, and team building in SGI.

Standard:
A statement which establishes criteria for how well a task or learning objective must be performed. The standard specifies how well, completely, or accurately a process must be performed or product produced.

- The task standard reflects task performance requirements on the job.
- The learning objective standard reflects the standard that must be achieved in the formal learning environment.

Standardization:
As applicable to Army training means --

- The development and implementation of performance standards which the Army employs in training and in combat.
- Units and soldiers performing the same task will be trained to perform that task to the same standard.
- Training products are produced in one format by the training proponent and used by other training activities.

Student Evaluation Plan:
A plan that details how the proponent school will determine if the student has demonstrated a sufficient level of competency to pass the specified course or training. It specifically identifies course completion requirements to include the minimum passing score (or GO/NO GO) for each written or performance examination, final grade requirement, minimum course attendance requirements (if applicable); and specific tests that must be satisfactorily completed to graduate. It very specifically identifies how the student's performance will be evaluated. Specific lessons tested in each test are identified. Counseling and retesting policy are delineated. Other evaluations, such as the Army Weight Control Program and Army Physical Fitness Test, that impact on graduation are identified, and their requirements are included.

Student Performance Counseling:
As related to training, communication which informs soldiers/students about their training and the expected performance standards and provides feedback on actual performance. Soldier/student performance includes appearance, conduct, learning accomplishment, and the way learning is being carried out.

Subject Matter Expert (SME):
An individual who has a thorough knowledge of a job (duties and tasks). This knowledge qualifies the individual to assist in the training development process (i.e., consultation, review, analysis, etc.). Normally, a SME will instruct in his area of expertise.

Sustainment:

Sustainment Training:
See "Refresher Training" above.

Synchronous Training:

System Administrator (SA):
See Appendix A (System Administrator).

System Delivery Report:

System Interface Agreement (SIA):

Task:
A clearly defined and measurable activity accomplished by individuals and organizations. It is the lowest behavioral level in a job or unit that is performed for its own sake. It must be specific; usually has a definite beginning and ending; may support or be supported by other tasks; has only one action and, therefore, is described using only one verb; generally is performed in a relatively short time (however, there may be no time limit or there may be a specific time limit); and it must be observable and measurable. The task title must contain an action verb and object and may contain a qualifier. Types:

- Collective task:

  A clearly defined, discrete, and measurable activity, action, or event (i.e., task) which requires organized team or unit performance and leads to accomplishment of a mission or function. A collective task is derived from unit missions or higher level collective tasks. Task accomplishment requires performance of procedures composed of supporting collective or individual tasks. A collective task describes the exact performance a group must perform in the field under actual operational conditions.

- Common task:
-
  - Common skill level task
    An individual task performed by every soldier in a specific skill level regardless of MOS or branch., e.g., a task performed by all captains.

- Common soldier task
  An individual task performed by all soldiers, regardless of rank.
  Example: All soldiers must be able to perform the task, "Perform mouth-to-mouth Resuscitation."
  Note: There are common soldier tasks that apply to all Army civilian employees as well, e.g., Maintain security of classified information and material.

- Critical task:

  A collective or individual task a unit or individual must perform to accomplish their mission and duties and to survive in the full range of Army operations. Critical tasks must be trained. Types of tasks that can be identified as critical include:

  - Collective task.
  - Common skill level task
  - Common soldier task.
  - Individual task
  - Shared task

- Individual task:

  The lowest behavioral level in a job or duty that is performed for its own sake. It should support a collective task; it usually supports another individual task. Individual tasks include ---

  - Common soldier task.
  - Leader task
  - Common skill level task.
  - Organizational level task

- Organizational level task:

  Common skill level task shared by other skill levels, e.g., company captains and first sergeants may perform the same tasks.

- Shared task:
-
  - Organizational: See "Task: Organizational level task" above.
  - Shared individual task: An individual task performed by soldiers from different jobs and/or different skill or organizational levels. Shared asks are usually identified when conducting an analysis of a specific job. *Example:* The lieutenant and sergeant in the same platoon perform some of the same tasks.
  - •Shared collective task: A shared collective task is a collective task that applies to or is performed by more than one type unit, e.g., to units which have different proponents or to different echelon/TOE units within a single proponent's authority. Since the task, conditions, standards, task steps, and

performance measures of shared collective tasks do not change, the collective task is way trained and performed in the same by all units that "share" the task.

Task Proponent:
See "Training/TD (Task) Proponent."

TASS Training Battalions:
The training institution of both the ARNG (state military academies, National Guard Bureau (NGB) Regional NCOA/Schools, etc.) and USAR (US Army Reserve Forces Schools/USARC NCOA, etc.). TASS Training Battalions comprise all NCOAs and schools of the Reserve Component.

Team:
A group of people who function together to perform a mission or collective task.

Technical Manual (TM):
A publication which describes equipment, weapons, or weapons systems with instructions for effective use. It may include sections for instructions covering initial preparation for use and operational maintenance and overhaul.

Tele-training:
Video or audio training delivered via communication links such as satellite or cable links.

Template:
1) A generic (not scheduled) model of a specific block of instruction. It contains all the metadata, Content, and Resource requirements associated with that curriculum. In the LMS, templates are associated with Lessons.
2) In testing, the answer key used to grade tests. It can be a score sheet with correct answers listed or it can be electronic and used with an optical scanner to score tests.

Test:
A device, technique, or measuring tool used to --

- Determine if a student or group can accomplish the objective to the established standard.
- Determine it training does what it is designed to do efficiently and effectively.
- Measure the skill, knowledge, intelligence, abilities, or other aptitudes of an individual or group.
- Collect data as a basis for assessing the degree that a system meets, exceeds, or fails to meet the technical or operational properties ascribed to the system.

See "Knowledge-Based Test" above and "Testing Out" below.

Testing Out:
The process and procedure for enabling a student to take a course test (phase, module, lesson, etc.) to determine if the training covered by the test must be taken. A student passing a pretest to test-out of training will be given full credit for completion of the training covered by the test. This is a "pretest."

The Army School System (TASS):

A composite school system comprised of the AC, ARNG, and USAR institutional training systems. The TASS, through the Army's training proponents, provides standard training courses to America's Army, focusing on three main points of effort---standards, efficiencies, and resources. The TASS is composed of accredited and integrated AC/ARNG/USAR schools that provide standard institutional training and education for the Total Army. The TASS training battalions are arranged in regions and functionally aligned with the Training/TD (Task) Proponents. (TR 351-18)

Total Army Training System (TATS) Course:

A single course designed to train the same military occupational specialty (MOS)/area of concentration (AOC) skill level, Skill Qualification Identifier (SQI), additional skill identifier (ASI), Language Identifier Code (LIC), and Skill Identifier (SI) within the Total Army. It also includes MOS Qualification (MOSQ, i.e., reclassification), Army leadership, functional, professional development, and civilian courses. The course's Total Army structure (phases, modules, tracks, lessons, tests) and media ensure standardization by training all soldiers (regardless of component) on course critical tasks to task performance standard. Course lengths, but not academic hours, may vary due to such differences as Active and Reserve Component (AC/RC) training day lengths.

Trainer:

- An individual who conducts training, whether in a unit or a training institution.
- For the Train the Trainer Program, it implies all training related personnel involved in the training mission, such as instructors, training developers, analysts, small group leaders, and evaluators.

Training Aids, Devices, Simulators, and Simulations (TADSS):

A general term that includes Combat Training Center (CTC) and training range instrumentation; Tactical Engagement Simulation (TES); battle simulations; targetry; training-unique ammunition; dummy, drill, and inert munitions; casualty assessment systems; graphic training aids; and other training support devices. All of these are subject to the public laws and regulatory guidance governing the acquisition of materiel. TADSS are categorized as system and nonsystem:

- System Training Devices (STDs): STDs are designed for use with a specific system, family of systems, or item of equipment, including subassemblies and components. STDs may be designed/configured to support Individual, crew, collective, or combined arms training tasks. They may be stand-alone, embedded, or appended. Using system-embedded TADSS is the preferred approach where practical and cost effective.
- Nonsystem Training Devices (NSTDs): NSTDs are designed to support general military training and nonsystem-specific training requirements.

Training Course

Structured, sequenced training designed to train a student to perform identified learning objectives to the prescribed standard. The training may be presented by advanced technology, such as computers; by conventional methods, such as conference using trained instructors; by distributed learning techniques, such as distributed print or interactive multimedia instruction (IMI) modules; or by a combination thereof.

Training Developer:

- The individual whose function is to analyze, design, develop, and evaluate training and training products, to include development of training strategies, plans, and products to support resident, non-resident, and unit training. Any individual functioning in this capacity is a training developer regardless of job or position title.
- In developing systems, the command or agency responsible for the development and conduct of training which will provide the tasks necessary to operate and logistically support the new materiel system.

Training Development (TD):
The Army's training development process is the Systems Approach to Training (SAT). It is a systematic, spiral approach to making collective, individual, and self-development training decisions for the total Army. It determines whether or not training is needed; what is trained; who gets the training; how, how well, and where the training is presented; and the training support/resources required to produce, distribute, implement, and evaluate those products. The process involves five training related phases: analysis, design, development, implementation, and evaluation.

Note: Do not confuse the overall TD process with the particular Systems Approach to Training (SAT) phase called "development," which is related specifically to the development of training and training products following analysis and design.

Training Device:
Three-dimensional object and associated computer software developed, fabricated, or procured specifically for improving the learning process. Categorized as either system or nonsystem devices.

- System device
  Device designed for use with a system, family of systems, or item of equipment, including subassemblies and components. It may be stand-alone, embedded, or appended.
- Nonsystem device
  Device designed to support general military training and non-system specific training requirements.

Training Equipment:
An item of tactical or non-tactical equipment or components used for training purposes in which the pieces of equipment do not lose their identity as end items for operational purposes, e.g. rifles, vehicles, communication equipment, and aircraft.

Note: Subject to availability, conversion of operational equipment that is already in the Army inventory to training equipment will be accomplished by executing a change to the gaining organization's Table of Distribution and Allowances (TDA), thereby authorizing the item of equipment to be issued to the organization. Operational equipment required for training that is not in the Army inventory will be procured as items of TADSS IAW AR 70-1 and AR 350-38.

Training Environment:
The physical and cognitive environment , which fosters, stimulates and facilitates learning. The "environment" includes a myriad of variables, such as the physical location or site where unit or individual training is conducted; training aids, devices, simulators, and simulations (TADSS), to include level of simulation (live/virtual/ constructive); automation hardware/software; suitability (change to "applicability and effectiveness") of training materials; delivery technique (small group instruction, IMI, VTT, etc.); instructor/facilitator effectiveness/ competency.

Training Event:
Scheduled training activity for initial or sustainment training of a mission, collective task, or individual task in a unit as identified by a combined arms short-range unit training strategy.

Training Facility:
A permanent or semi-permanent facility, such as a firing range (range towers, scoring benches, lane markers, range signs), confidence course, military operations on urbanized terrain (MOUT) complex, aircraft mock-up, jump school tower, or training area.

Training Management:
The process commanders and their staffs use to plan training and related resource requirements needed to conduct and evaluate training. It involves all echelons and applies to any unit in the Army regardless of strength, mission, organization, or equipment assigned.

Training Materials:
Those materials developed as a result of training design and provided to teach or evaluate training. They include, but are not limited to; computer based instruction, correspondence courses, training literature products, student handouts, and other products used to train to a prescribed standard.

Training Means:
Combinations of events and media (live or simulation) that might be selected to train a mission/task. You must select an appropriate means for each time you intend to conduct training on a task. See "Training event".

Training Media:
See "Media" above.

Training Method:
The procedure or process for attaining a training objective. *Example*s include lecture, demonstration, discussion, assigned reading, exercise, examination, seminar, and programmed instruction.

Training-On-Demand:
Training provided to a unit at the commander's request to meet an immediate mission need. See "Just-in-Time Training" above.

Training Plan:
A detailed description of the actions, milestones, and resources required to implement a training strategy. The detail depends upon the plan type and level. See "Project Management Plan" and "Training Development Plan."

Training Product:

Training Program:
An assembly or series of courses or other training requirements organized to fulfill a broad, overall training goal.

Training Proponent:
See "Training/TD (Task) Proponent."

Training Requirements:

- As related to training implementation --

  The critical tasks Army's units and soldiers must be able to perform to the standard required if they are to be able to fight, win, and survive on the battlefield. Army training and training products will only be produced to meet a valid training requirement and to train soldiers and units to perform critical collective and individual tasks to established standards.

- As related to resident course management ---

  The number of personnel required to enter into training to meet commitments of the military services concerned.

Training Sequence:
Ordering the parts of a training program/course to optimize learning.

Training Site:
Any location where training is implemented, to include proponent school, soldier's home, learning centers, and units.

Training Structure:
The organization of instruction into logical groupings to facilitate learning. The basic structures of formal Army training are: phases, modules (annex, sub-course), and lessons. See "Sequencing.

Training Support:
The provision of the materials, personnel, equipment, or facilities when and where needed to implement the training. It includes such functions as the reproduction and distribution of training products and materials, training scheduling, student record maintenance.

Training Support Center (TSC):
An authorized installation activity with area responsibility to provide storage, instruction, loan/issue, accountability, and maintenance for TADSS.

Training Support Package (TSP):
A complete, exportable package integrating training products, materials, and information necessary to train one or more critical tasks. It may be very simple or complex. Its contents will vary depending on the training site and user. A TSP for individual training is a complete, exportable package integrating training products/materials necessary to train one or more critical individual tasks. A TSP for collective training is a package that can be used to train critical collective and supporting critical individual tasks (including leader and battle staff).

Training System:
A training system is the combination of all elements of a training program working together to bring about the preparation of units to perform their missions and/or personnel to effectively perform their assigned jobs. A training system consists of training hardware, facilities, and personnel subsystems.

Training Technology:
The use of technology for the development, delivery, and/or implementation of learning oriented activities to accomplish the learning objective. It includes hardware/software solutions and/or human learning process solutions to training problems. Examples of hardware/software training technologies include Interactive Multimedia Instruction (IMI), linked simulations, virtual reality, artificial intelligence, embedded training, voice input/out devices and global networks.

Trigger:
In a process, an event or action, which causes another event or action to occur; v. to stimulate or cause an event or action to occur.

Uniform Resource Locator (URL):

Unit Training:
Training (individual, collective, and joint or combined) that takes place outside the Army's institutional base.

Unit Training Manager (UTM):
See Appendix A (Unit Training Managers).

Version:

Video Teletraining:
Video training delivered via communication links such as satellite or cable links. There are two types of VTT: broadcast and desktop

VTT Instructor:
The instructor who conducts training via a VTT system. Examples include Teletraining Network (TNET), Integrated Services Digital Network (ISDN), and Satellite Educational Network.

Web-based Training:

Web-based training is a DL method in which training applications residing on a central computer functioning as a network server are delivered across a public or private computer network (e.g., the Internet) to students at any location and displayed on a Web browser. Authorized students may access training applications on demand and download them for individualized instruction. Web-based training can be updated very rapidly, and access to the training may be controlled by the training provider.